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INTERVIEW

LEMIEUX:

INTERVIEW

A CASE FOR ONE LAN-GUAGE

Raymond Lemieux is an architect and the President of the M.I.S. — Mouvement pour l'integration scolaire — an organization which gained attention during the St. Leonard school crisis in September when it succeeded in creating support for its policy of unilingual French-Language schools in the district, beginning this year with Grade one and working up year by year. At that time and since then the M.I.S. has stated that they will actively oppose the opening of any new English-language schools in areas with French-speaking majorities. Existing schools, they say, must begin to use only French as the main language of instruction.

The work of the M.I.S. is done at the level of the local school district and committees are presently organized in St. Leonard, Ville d'Anjou, Outremont, Jacques Cartier, St. Henri, Hull and Trois Rivieres. But most of the 4,500 members are in the Montreal area.

The Reporter *interviewed M. Lemieux in late October on the subject of the future of English-language education in Quebec — with particular reference to English-language higher education.*

REPORTER: M. Lemieux, what is the background to the formation of the M.I.S?

LEMIEUX: It started in St. Leonard with a group of parents who felt that the French-speaking character of St. Leonard was disappearing due to the expansion of the English school system in St. Leonard. And St. Leonard is a small example of what is happening around the Montreal area generally. Demographers have predicted that if this trend continues, Montreal will become predominantly English- speaking within the next 10 or 15 years.

The basis of our work is that it should be a normal thing for the state of Quebec to decide what is the language of teaching in public schools in Quebec, and this has been neglected by laws of education up to now. There is nothing in the laws or even in the Constitution of Canada that says what is the language of teaching in public schools. On an individual basis, people are free to maintain their language. But that is individually: it is possible for an individual to be bilingual, but it is not possible to maintain an official condition of bilingualism by the state.

REPORTER: Why?

LEMIEUX: I think it's obvious that you cannot maintain two official languages on an even par. Over a long period of time, history has shown that official bilingualism has always been a phase of the replacement of one language by another. English will always be, probably, a useful language in Quebec. But you have to decide which is going to be predominant. If Quebec is surrounded by 200 million English- speaking people, it makes it all the more difficult to maintain a French way of life in Quebec. If the French-speaking people in Quebec want to maintain this, they have to take the means to maintain it. It's just an unnatural situation where 85% of the population have to earn a living in another language.

REPORTER: Don't you think the problem is more an economic one than a language one?

LEMIEUX: There is an economic problem, but to me, one is not in conflict with the other. We have chosen to work in the field of schools. We don't say that this is the only area where things should be corrected. But the main reason is that if you take it from the angle of finance, business, industry, the French-speaking people of Quebec have very little control over this area.

English has been imposed upon Quebec by force: if you want to go back far enough, by military force; and by political colonization, and by economic domination. What we're trying to do is to bring about the predominance of French in Quebec by the natural democratic way, by the will of the majority. What we say is that it must be brought about gradually, to start, for instance in first grade and go up year by year, so that a child starting school this year probably goes out into life in the next 13, 14, 15 years, so that you would only feel it at that time, and during that time, it gives you time to improve things in business and industry.

REPORTER: Do you see every English-language school in Quebec as a threat to the future of the province?

LEMIEUX: Yes. In Montreal, for instance, in the English-speaking sector of the Catholic School Commission in Montreal, only 40% of the students are of English mother tongue.

And in all sorts of French-speaking areas of Montreal, they are building great big beautiful English schools. And much, much too large for the number of English-speaking people in these areas. So that eventually, they manage to fill these schools, but by integrating all sorts of other people who have no business there.

McGill reporter

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Opening a French school in Toronto or Winnipeg wouldn't change the English way of life in Toronto or Winnipeg. But every English school that opens up in Montreal is hastening the day when Montreal will no longer be French. And that's just fact, that's all.

REPORTER: What do you think is the future of English-language higher education in Quebec?

LEMIEUX: I think it follows what I've already said. Take the case of McGill. McGill was founded by private interests over a century ago, with help from the state from the start. Approximately one-third of the students at McGill are from outside of Quebec. We've nothing against people from outside of Quebec, but right now Quebec is in a process of trying to gain ground in the system of education, and spending about $1 billion a year to build up a modern system of education to improve the education level of Quebecers. During this time you're financing an institution which one-third of the students go through with state subsidies, tax money paid by Quebecers, and as soon as they get their degree, say goodbye and walk off and settle down somewhere else.This is completely abnormal, especially in the situation Quebec is in right now. McGill has the highest proportion of foreign students of any Canadian university, higher even than famous universities in Britain. These students are those who are demanding an English education in Quebec, but at the same time, they are demanding state subsidy. To me, Quebec cannot afford the luxury of educating the rest of North America.

REPORTER: What about the people from Quebec who go to McGill, or Sir George Williams or Loyola?

LEMIEUX: I have no objection to them. But, when I talk about one system of public schooling in the French language, this applies to the universities also, but again it will take time. It won't be next year or the year after. But I think it can be brought about gradually. To the degree in which McGill is financed by the state, to that degree teaching at McGill should be in French.

REPORTER: Does the M.I.S. have any plans to move into higher education?

LEMIEUX: Well, we have only been in business for six months, so we started off with the grade schools, and we haven't graduated yet. But we have made statements on this question of universities.

People have been telling French Quebecers for so long that the only obstacle to getting along for French Canadians is education; and the day that you have higher education for French Canadians you'll settle all your problems. French-speaking Quebecers have believed this to the extent that today you have in the CEGEPs and junior colleges 35,000 students, French-speaking students. Within 2 years this system has been set up. And these kids, next September, where are they going to go? Right now there's a tremendous propaganda scheme going out to try to make us believe that there are going to be too many French-speaking university graduates in Quebec. That this would be a very bad thing, it would upset the whole balance. And only 2, 3, 4, years ago, we were being told exactly the opposite.

So where are these kids going to go? The French-speaking universities can't make room for them. And the Quebec government hasn't got the money to set up a second French university in Montreal. In any case, for next September it couldn't be done.

So where do you put them? You have 3 French-speaking universities in Quebec for 5 million population. You have 3 English-speaking universities in Quebec for 500 thousand. It just doesn't make sense.

REPORTER: Where *do* you put them?

LEMIEUX: I have ideas on that, but to me the problem is not creating a new university, it's using the universities that exist. The only thing wrong with the universities that exist, they're perfectly all right, except that the language is not the right language in those universities.

LAURIER GRAVEL (Coordinator of M.I.S. publicity): I think Sir George Williams is a nice building.

LEMIEUX: It's a start.

REPORTER: So 10 to 15 years from now, you see all the English language universities in Quebec becoming French-language institutions?

LEMIEUX: It should be a normal thing. If you describe the schooling system in Quebec to people from across the world, they find it complete nonsense. If I wanted to move to Germany, for instance, with my family, to settle down, and because the laws of immigration in Germany are a little more strict, I managed to move into Denmark, which is on the border of Germany, and a country of 4 or 5 million people on the border of a country of 80 million, and if in Denmark I demanded teaching for my children in the German language, so that my children when they grew up could go and live in Germany, people would — I'd just be laughed at. This is a case of many immigrants coming to Quebec today — using Quebec as a stepping stone to get into North America. They are making all these demands on the state of Quebec which will not benefit Quebec in any way. It's not a question of we don't want them here. But they really have no intention of integrating into Quebec society.

REPORTER: At the time of the St. Leonard crisis it was said that 90 to 95% of the immigrants into Quebec would prefer to be educated in English.

LEMIEUX: This is exactly the case. 95% of immigrants go to English-speaking schools right now in Montreal.

REPORTER: Why would they prefer English?

LEMIEUX: It is because when they come out of school they want to go and settle somewhere else. To me, it is not up to Quebec to finance the education of people who want to settle elsewhere.

Or perhaps they believe that English is the more useful language in Quebec. And if that's the case in Quebec, we might as well close down all our French schools and all of my own children go to English schools. What's the sense? If they are right, then we're wrong. If English is and will always be the predominant language in Quebec, if only through English you can get along in the economic life of Quebec, well, then what's the use of trying to hang onto a language which has absolutely no use? It's one way or the other, you can't go both ways.

But I believe that through a French-speaking education system you can come out with a reasonable knowledge of English as a secondary language. Any country in the world teaches second languages, but the point is what should be the predominant language in Quebec.

REPORTER: Because of Quebec's geographic situation isn't it still going to be necessary for many people in the province to know English?

LEMIEUX: In a normal situation maybe

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COMMENT

LaPIERRE:

COMMENT

THE ENGLISH OFFEN-SIVE

SOME THOUGHTS ON THE REPORT OF THE DUAL LANGUAGE EDUCATION COMMITTEE — PART I

This is the first of a two-part comment by Laurier L. La Pierre, director of the French Canada Studies Programme, on the brief recently submitted by the Dual Language Education Committee to the Prime Minister of Quebec.

We are very interested these days in changing the educational system of Quebec.

Of course the St. Léonard affair has occurred. Of course a more militant wing of Quebec nationalists are insisting that the educational system of the Province of Quebec be carried out only in the French language. The reasons which they give are to be found in the pages of this newspaper.

No doubt, goaded by these important developments and by the overwhelming immobilism and frightening indecision of the provincial government, a group of organizations and individuals banded together to launch a systematic offensive in favour of English-speaking schools. A synopsis of the report of this Dual Language Education Committee will be found elsewhere in this report. As far as I am concerned, I would like to present some thoughts about two aspects of the Committee's brief: "The Argument for a Dual Language System" and "The Character of a Dual Language System." I hope it will not be necessary to say that I do favour English as "une langue d'instruction" and it goes without saying that a given community has every right to possess various instruments for its cultural *épanouissement*. Schools are basic instruments.

A report on the brief of the Dual Language Education Committee appears on page 5

However, I cannot agree to the recommendation of the Committee and find it difficult to accept the reasons given by the authors of the brief in order to back up their suggestions.

I am of course most happy that influential English-speaking Quebecers have finally agreed with many French Canadians that confessionality can no longer be the dividing line within our educational system. Some of us have been demanding this now for ten years to be constantly rebuked by many who have signed this memorandum. Had the signors assumed their responsibility much earlier and not waited until psychological violence had been done against them by the St. Léonard adventure, I think we could have avoided the tragic insecurity which is the lot of many English-speaking Quebecers.

The arguments which the Committee uses in favour of the establishment of a dual language educational system fall within two main categories. Part A consists of cultural considerations and Part B of practical ones. In the cultural considerations the members of the Committee suggest that human rights, international practice, cultural rights, and historical acquired rights impose upon the Quebec government the responsibility of establishing such a system. This is hard to take.

Of course one does not question the principle that it is a basic right for a child to receive his education in his mother tongue, if possible. However the signors of the documents in question do not ask that Italians and other ethnic groups be given this basic human right, *but rather that they be assimilated within the English-speaking family of Quebec*. If it is a basic human right to be assimilated within the English-speaking family of Quebec and a sort of welcomed destiny which meets the requirement of that basic human right, why should not the same apply if one was to be assimilated within the French-speaking family of Quebec? It seems to me that those who have signed this document are more interested in increasing the number of English-speaking Quebecers and thereby decreasing the vulnerability of that group as a minority group than they are in recognizing and fostering a basic human right.

I find no difficulty in accepting the validity of their statement that different language schools are part of our international practice. However I think it would have been fair for the Committee to point out that this *international* practice in which they believe is not the

continued page 5, column 1

ACTIONS OF SENATE

Meeting of November 20, 1968

Senate, at its meeting on November 20, took the following actions:

1. Approved two resolutions on the deaths of Miss Alice May Stickwood and Professor Lionel H. Hamilton.

2. Received a report from Dean H. D. Woods "On the Disruption of the Faculty (of Arts and Science) Meeting on November 19, 1968." As a result of discussion on the report, Senate approved the creation of committee to look into and establish rights, privileges and responsibilities of members of Senate.

3. Endorsed the position taken by its representatives in discussions with the Ministry of Education concerning the relocation of the Faculty of Education on the Montreal campus, as outlined in the report "Proposal regarding the future location of the Faculty of Education and location of a West-Island CEGEP" and authorized the report as the basis for further discussions.

4. Welcomed the same report dealing with CEGEP negotiations with the Ministry and indicated that it looked forward to the completion of these negotiations and to the opportunity to respond to any agreements reached in them. It also approved an amendment to urge the Faculties to use the changes envisaged (with the advent of CEGEPs) to the fullest advantage in evolving more meaningful curricula for today's society.

5. Resolved that the Senate of McGill, conscious of the opportunity afforded by the introduction of CEGEP education, places itself on record as in favor of a comprehensive review of those years retained by the university, with the view to establishing a critical environment permitting the McGill community to positively challenge all ideas and values.

6. Approved the creation of the post of "Director of International Studies". The terms of reference of this post will be further defined and referred back to Senate.

7. Received and approved the report of the University Scholarships Committee. Senate also approved a motion to the effect that no political considerations be applied in the award of Fellowships.

8. Approved the creation of an ad hoc committee of Senate to be known as the University Libraries Commission, composed of a chairman elected by Senate, two faculty members, two library staff and two students, to examine the university's Libraries' Service in all its aspects and to make recommendations to Senate as a result of its deliberations and inquiries.

9. Approved a motion to conduct, by mail, elections to the Board of Governors and Steering Committee of Senate and approved the nominations of Dr. Frances Henry and Mr. Ian Hyman as scrutineers.

reporter

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MINUTES

MINUTES OF A SPECIAL MEETING OF SENATE HELD ON MONDAY, NOVEMBER 11TH, 1968, AT 7:00 P.M. IN THE COUNCIL ROOM OF THE LEACOCK BUILDING.

Present:
The Principal, *in the Chair*
The Chancellor
Vice-Principal Oliver
Vice-Principal Winkler
Vice-Principal Shaw
Dean Dion
Dean Woods
Dean Jay
Dean Hall
Dean d'Ombrain
Dean Frost
Dean Cohen
Dean McGregor
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Professor Vogel
Professor Henry
Professor Maclachlan
Professor Pasztor
Professor Metrakos
Professor Wallace
Professor Orvig
Professor Yaffe
Professor Malloch
Professor Bindra
Professor Rogers
Professor Horowitz
Professor Widdop
Professor Bruce
Professor Pavlasek
Professor Weber
Professor Durnford
Professor Waters
Professor Sandiford
Professor Bates
Professor Beck
Professor Anhalt
Mr. Ellis
Mr. Caron
Mr. Edel
Mr. Foster
Mr. Grey
Mr. Hamer
Mr. Hajaly
Mr. Hyman
Miss Reynolds
Professor Webster
Mr. Crouch
Professor Trentman
Professor Ferguson
Professor Hitschfeld
The Registrar, *Secretary*

Mr. Tunis, the Information Officer, was present as an observer.

Regrets at being unable to be present were received from Dean McCutcheon, Mr. Lang, Professor Warkentin, Professor Johnston, Professor Yates, Professor Leblond and Professor Frankel.

60. PURPOSE OF MEETING

The Principal said that the purpose of this special meeting was, first, to deal with unfinished business remaining from the last regular meeting held on October 31st, and, second, to consider Bill 57. He proposed that the unfinished business be dealt with first and then, bearing in mind the time available, consideration of Bill 57 be commenced. On the suggestion of Dean Frost it was agreed that the termination of the meeting be set at 10:00 p.m.

61. REPORT OF NOMINATING COMMITTEE

Consideration of the report of the Nominating Committee, which had been presented at the last meeting, was resumed. The Principal said that the two remaining matters from paragraph 3 of this report were the proposals of the Students' Council that three student members be added to the Honorary Degrees Committee and that four student members be added to the Committee on Continuing Education. He asked for discussion on the proposal pertaining to the Honorary Degrees Committee.

Honorary Degrees Committee

It was then MOVED by Mr. Edel that three student members be added to the Honorary Degrees Committee. Mr. Grey spoke in support of the proposal, and after discussion the motion was voted on and carried.

Committee on Continuing Education

Vice-Principal Oliver said he believed that four student members should be added to the Committee on Continuing Education but that at least some of these should be evening students. He MOVED, therefore, that four students be added to the Committee, the question of what students to be decided after consultation between the Nominating Committee of Senate and the Students' Council.

In discussion Mr. Grey pointed out that evening students were not represented on the Students' Council, and Professor Webster said that ways and means could be found of appointing such students. Dean Woods said he agreed with Professor Webster that the

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students appointed to this Committee should be evening students.

This question was discussed at some length. Professor Yaffe, seconded by Dean Dion, then MOVED as an Amendment to the Motion that the students appointed to this Committee should come from those enrolled in continuing education courses. On clarification by Dean Dion, Professor Yaffe made it part of his motion that the consultation process proposed by Professor Oliver should also take place. This Amendment to the Motion was voted upon and carried.

The main motion, as amended, was then voted upon and carried.

Committee on Student Counselling Services

The Principal asked for discussion on paragraph 3 of the report of the Nominating Committee, and Dean Solin MOVED that Miss Helen C. Reynolds, Warden of the Royal Victoria College, and Mr. Kenneth R. Roulx, Department of Counsellor Education, Faculty of Education, be named as additional members of the Committee on Student Counselling Services. The Principal pointed out that two additional student members should be appointed to maintain the balance. The motion, including this last provision, was voted upon and carried.

Appointment of Deans

The Principal asked for discussion on paragraph 5 of the report of the Nominating Committee, and it was MOVED by Professor Beck that Professor MacIntosh and Professor Leblond be appointed Senate's representatives on the selection committee to consult with the Principal concerning the appointment of the Dean of Dentistry.

Mr. Hyman MOVED as an Amendment to the Motion that two student members be added to this Committee, to be named by the Dental Students' Society.

Mr. Grey spoke against the motion, and Mr. Hyman stressed that the interest of students was clearly involved in such an appointment. Professor Malloch urged that no hasty vote be taken on this matter since an important change in existing policy might be instituted. Vice-Principal Oliver said he was concerned about the confidentiality of the proceedings of a selection committee and suggested that the question of student representation on selection committees be referred to a sub-committee for consideration and that for the time being the motion be passed in its original form. Dean Woods made the point that the MAUT favoured the present procedure and that it would be wrong for Senate to institute a change without consulting the MAUT.

In the course of a lengthy discussion many points were made. Dean Cohen reviewed the history of the development of the consultative process and pointed out that the detailed revision of the Statutes had still to be undertaken. Mr. Hajaly said that the brief of the Students' Society on University Government had recommended that students be added to consultative committees concerned with the appointment of Deans and Chairmen of Departments. He urged that the principle of student representation be recognized, adding that it was the same principle that had brought students on to Senate. Dean Woods urged that there should be no decision on such an important principle until there had been a full Senate debate on the subject.

The amendment to the motion was then voted upon and was lost.

As an Amendment to the Motion, Mr. Hyman then MOVED that the Motion be tabled. This motion was voted upon and was lost.

The main motion, as amended, was then voted upon and carried.

It was then MOVED by Vice-Principal Oliver that a sub-committee be set up to consider the question of student representation on advisory committees, especially with regard to the question of confidentiality, and report back to Senate.

The Chancellor pointed out that there were many charter changes to be made in the Statutes and advised against attempting to do this on an ad hoc basis. Professor Malloch made the point that the Joint Committee on University Government had recommended the establishment of a joint committee "to maintain a continuing review of University government" and suggested that this be the committee to undertake the consideration proposed by Vice-Principal Oliver. Vice-Principal Oliver agreed to incorporate this proposal into his motion.

Mr. Grey said that this was a crucial matter requiring decision and MOVED as an Amendment to the Motion that a time limit for reporting back on the subject to Senate be set at January 31st, 1969.

Dean Frost urged that consideration of this subject should first be held within Faculties, and several members made the point that this was too important a question to be dealt with hastily. The amendment to the motion was then voted upon and was lost.

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Dean Frost suggested as a rider to the original motion that each Faculty be invited to make representation to the joint committee considering the matter, and Vice-Principal Oliver and his seconder agreed to incorporate the rider into the original motion. The motion was then stated as being that the joint committee to be appointed to maintain a continuing review of University government should now be constituted and asked to report back to Senate its opinion on the question of student representation on selection committees concerned with the appointment of administrative officers.

There was some discussion about the definition of "an administrative officer." Professor Orvig wondered whether this would include Chairmen of Departments, and Vice-Principal Oliver replied that only Vice-Principals and Deans were in question since other appointments were made at the Faculty level. The Principal pointed out that the report of the Joint Committee on University Government had laid down procedures covering such appointments, and that the question of senior administrative officers could properly be dealt with by the Committee in question.

Mr. Edel spoke against referring this question to a committee, saying that it was a political question of principle and within Senate's power to decide. Professor Malloch advised against the habit of referring matters back to Faculties now that the reconstituted Senate was truly representative. Mr. Caron said he believed that this was a matter of principle which should be decided now by Senate.

After further discussion the main motion MOVED by Vice-Principal Oliver, as amended, was voted upon and carried.

Committee on Retirements

The Principal asked for discussion on paragraph 6 of the report of the Nominating Committee, and Vice-Principal Oliver MOVED that its recommendations be approved, namely: a) that Professor S. M. Banfill be appointed as Chairman of the Standing Committee on Retirements and b) that the elected Faculty members of Senate should elect a successor to Professor Blackwood, and that Professor Malloch be asked to conduct the necessary poll.

As an Amendment to the Motion Mr. Hyman MOVED that one student member be added to this committee.

Vice-Principal Oliver said that theoretically a student might be appointed to this committee but that such an outcome was unlikely and undesirable. Mr. Hamer made the point that students were good judges of whether a professor would still be a good teacher.

The amendment to the motion was then voted upon and was lost. The main motion, as amended, was voted upon and carried.

Relations between universities and governments

The principal asked for discussion on paragraph 7 of the report of the Nominating Committee, and Dean Dion MOVED that the Chancellor, Dean Frost and Professor Frankel be appointed a small drafting committee to prepare the University's brief to the Commission on Relations between Universities and Governments.

As an Amendment to the Motion Mr. Grey MOVED that a student, chosen by the Students' Council, be added as a member of this committee. He pointed out that the committee would be concerned with matters of political and social policy.

Mr. Edel proposed and withdrew a motion that the President of the Students' Society be named as an ex-officio member of the committee. In discussion it was pointed out that the Commission was sponsored jointly by AUCC, CAUT, CUS and UGEQ, and that various elements of the University had been invited to submit briefs.

The amendment to the motion was then voted upon and was carried. The main motion, as amended, was voted upon and was carried.

62. MEMBERSHIP OF NOMINATING COMMITTEE

Referring to the decision taken at the last meeting to reconstitute the nominating Committee, Professor Noumoff MOVED, in order to determine the nominating and electoral machinery, that a committee of eleven be established, six of whom would come from the elected members of Senate.

The Principal asked whether Senate was ready to consider this question at this meeting. In reply to a question from Professor Hitschfeld, he said that the existing Nominating Committee could work out the necessary procedure to establish the new committee and that it could meet in the course of the coming week before the next meeting of Senate. Professor Yaffe and Dean Woods suggested that Professor Noumoff's proposal be forwarded for consideration to the Nominating Committee. Dean Woods said that a decision on this matter could not be reached tonight. Professor Vogel pointed out that this proposal meant that the Nominating Committee would be asked to reconstitute itself.

As an Amendment to the Motion, Professor Yaffe then MOVED that the

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question of the reconstitution of the Nominating Committee be referred to the Nominating Committee, with that committee asked to report back at the next meeting. This amendment to the motion was carried.

The main motion, as amended, was then carried.

63. MOTION TO CONSIDER BILL 57

Professor Vogel pointed out that the pressing matter of Bill 57 still remained to be considered, and suggested that the termination hour of 10:00 p.m. be extended. It was then MOVED by Mr. Edel that Senate move to immediate consideration of Bill 57, and this motion was carried.

64. BILL 57

At the Principal's request Vice-Principal Oliver presented the following documents which had been circulated concerning Bill 57:

Documents:

a) notes on Bill 57.
b) letter from Department of Education dated 8th October 1968.
c) letter from the Principal to the Minister of Education dated 18th October 1968.
d) Bill 57.

Vice-Principal Oliver spoke to these various documents, reviewing all the actions which had been taken by the University and the Conference of Rectors. Vice-Principal Oliver then MOVED that the report be received.

Mr. Hyman and Mr. Hajaly made several points, Mr. Hajaly saying that the Students' Council agreed with most of the proposed changes in the Principal's letter but considered these did not go far enough. Consequently a paper had been prepared which incorporated these changes and developed additional points. The document entitled "Proposed amendments to Bill 57" was then presented.

At the Principal's suggestion it was agreed that Bill 57 should be reviewed point by point, and a lengthy discussion was then commenced.

In brief discussion of Article I it was pointed out that the English title "University Council" was the best that could be devised.

The proposed changes in Article III were discussed in detail. Mr. Hajaly explained the purpose of the changes he proposed. Vice-Principal Oliver felt that some less specific language might be adopted, and Dean Woods suggested that the phrase in f) "modified by the Minister," etc. should be deleted. Various other changes and modifications were proposed.

In the course of discussion Professor Noumoff expressed concern over the overly-coordinated role of research expressed in the Bill, and he and Vice-Principal Oliver suggested that the words "and financing" be deleted from Mr. Hajaly's Article 3 h). There was much discussion as to what was meant by the "social goals of Quebec," and Professor Wallace pointed out that these were not necessarily applicable in the field of science.

The discussion continued, with various other points in detail being made. The Principal pointed out that all these would be borne in mind by those drafting the final report.

Dean Dion MOVED that the meeting should adjourn until the next regular meeting at which the unfinished agenda of this meeting should be taken up as the first item of the meeting.

Mr. Caron and other members urged that consideration of the matter be completed at the present meeting. Mr. Edel suggested that the meeting adjourn and resume tomorrow night at 8:00 p.m. to consider Bill 57 only. As an Amendment to the Motion, Professor Vogel MOVED that the present meeting be continued until 11:00 p.m. and this motion was carried.

At the Principal's request Mr. Hajaly read through the remaining proposed amendments in his paper, from Article 4 to Article 18 respectively.

There was considerable discussion over the proposed changes in Article 5. Vice-Principal Oliver spoke against increasing the Council in size and said that the Minister of Education should not be included as a member. Dean Cohen agreed that a political person should not be appointed to this body. There was discussion as to how UGEQ and the Faculty Associations would choose their representatives. Vice-Principal Oliver pointed out that some of the proposed changes were contrary to Government practice which was to name committee members directly. He suggested also that the original proposal for "two officers of the government", rather than stipulated officers, would be much more acceptable. Professor Judkins suggested that members of cultural groups should also be named as members. The student members in general expressed agreement with some of the points which were made. In response to questions from the

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Principal the following consensus was arrived at: the name of the Minister of Education should be deleted; c) and d) should be deleted in favour of "two officers of the government;" in i) the CNTU and QFL should be left in.

Mr. Justice Hyde suggested that it might be a mistake to include persons who were not engaged in the education milieu, and Mr. Caron pointed out that the Bill attempted to integrate the universities with the Quebec milieu, of which the labour unions formed an important part.

It was then MOVED by Dean Frost that Article 5 i) be rephrased as follows: "four other members appointed by the Government after consultation with various socio-economic and cultural groups."

As an Amendment to the Motion, Mr. Hyman MOVED that the original wording be retained with the addition of the clause "cultural groups." On the suggestion of Professor Wallace, Mr. Hyman agreed to change his amendment to read "after consultation with the arts, business, and professions."

As a sub-amendment Mr. Edel MOVED that the word "business" be deleted. This sub-amendment was voted upon and was lost. The amendment made by Mr. Hyman was then voted upon and carried.

Professor Judkins pointed out that cultural groups had no existing organizations to nominate their own representatives and suggested that the Council itself should be empowered to appoint such members.

The main motion, as amended, was then restated as follows:

New Article 5 i) "Five members appointed by the Government after consultation with the appropriate socio-economic and cultural groups: one representative each named by the CNTU and the QFL and three other members, appointed by the Minister of Education after consultation with the professions, arts and business."

This motion was carried.

Discussion then ensued as to whether the various members should be "named" or "nominated." It was MOVED by Vice-Principal Oliver that the word "named" in f) g) and h) be replaced by the word "nominated." At the suggestion of Mr. Finlayson and other members Vice-Principal Oliver extended his motion to replace the word "named" by the word "nominated" in every case. This motion was voted upon and carried.

Professor Judkin's previous proposal was referred to; and several members wondered whether the President could be named or nominated by the Council.

After discussion of the proposed Article 12, Dean Frost MOVED that it should be said that meetings of the Council should be open.

Professor Pavlasek suggested that meetings should be open when desired, but not necessarily at all times. The Chancellor made the point that the Council would need to reach unanimous recommendations and that these would be harder to achieve if there were open meetings. Professor Noumoff and Mr. Hajaly spoke in favour of open meetings.

After further discussion the motion was voted upon and carried.

In conclusion, Vice-Principal Shaw complimented the student members on their excellent presentation.

Senate agreed that the drafting committee, to incorporate the various points that had been made in a final document, should consist of Vice-Principal Oliver, Professor Pavlasek and Mr. Hajaly.

65. NEXT REGULAR MEETING

Mr. Hyman inquired about the next regular meeting on November 20th, and asked whether the various notices of motions which had previously been given would be dealt with at that time. The Principal replied that at the meeting on November 20th the unfinished business of today's meeting would be dealt with first, and thereafter all new business.

Senate adjourned at 11:30 p.m.

NOTICE OF MEETINGS

DECEMBER 2 - 9

MONDAY 2: Council of Faculty of Arts & Science: 3:30 p.m., Arts Council Rm.

TUESDAY 3: Deans: 12:15 p.m., Principal's Office.

M.A.U.T. Council Meeting: 12:30 p.m., Faculty Club.

Senate Committee on Collegial Studies: 4:10 p.m., Arts Council Room.

WEDNESDAY 4: Physical Sciences, Div. IV, Executive Committee: 4 p.m., Dr. Hitschfeld's office.

THURSDAY 5: Senate Academic Policy Committee: 2:30 p.m., Rm 608, Administration Bldg.

Biological Sciences, Div. III, Executive Committee: 4:10 p.m., Stewart Biology Bldg.

FRIDAY 6: Humanities, Division I: 3:30 p.m., Leacock Council Room.

MONDAY 9: Board of Governors, Executive Committee: 12 noon, Faculty Club.

McGILL INVESTMENTS

AS OF MAY 31, 1968

Bonds

	BOOK VALUE	MARKET VALUE
Canadian Government & Guaranteed	$ 1,702,879	$ 1,343,303
Provincial Government & Guaranteed	4,586,739	4,005,181
Municipal Government & Guaranteed	1,732,435	1,430,471
Corporate	18,424,630	16,291,646
	26,446,683	23,070,601
Preferred Stock (see list)	277,423	205,202
Common Stock (see list)	44,364,360	61,094,393
Leasebacks	2,709,518	2,709,518
Mortgages	5,933,014	5,933,014
Leased Properties	4,815,196	4,815,196
Cash awaiting investment	5,930,091	5,930,091
	$90,476,285	$103,758,015

Preferred Stock

NO. OF SHARES		COST	MARKET
100	Appalachian Power Co. Cum. Pfd. 4½%	$ 7,025	$ 7,025
2,000	Belding Corticelli Ltd. 7% Cum. Pfd.	33,000	18,500
1,000	Canadian Breweries Ltd. $2.20 Cum. Conv. Pfd.	52,000	32,500
1,050	Canadian Cutler Mailchute Co. P.V. $100.00	500	500
13,445	Canelco Services Ltd. 1% 2nd Preferred	4,437	4,437
100	Consumers Power Co. Cum. Pfd. 4½%	7,300	7,450
6,000	Consolidated Paper Corp. 6% Cum. Red. Pfd.	150,200	112,500
40	Dye & Chemical Co. of Canada Ltd. 5%	1	140
37	Kraft Paper Products Ltd. 4% Red. Pfd.	1,887	1,110
2	Montreal Badminton & Squash Inc. 6% Pfd.	1	—
100	Niagara Mohawk Power Corp. Cum. 3.9%	6,000	6,100
100	Northern States Power Co. Cum. 3.6%	5,750	6,288
100	Reynolds, R. J. Tobacco Co. Cum. 3.6%	6,200	6,100
50	Societe Co-operative Agricole des Pomiculteur St. Hilaire Pfd. P.V. $10.00	500	—
		$274,801	$202,650
	Premium on U.S. Funds	2,622	2,552
		$277,423	$205,202

Common Shares

NO. OF SHARES		COST	MARKET
50,000	Algoma Steel Corp. Ltd.	$ 1,154,517	$ 856,250
1,124	Allied Chemical Corp.	39,902	40,464
20,500	American Electric Power Co.	510,218	712,375
8,000	Avon Products Inc.	615,549	1,096,000
176,000	Bank of Montreal	1,071,644	2,112,000
40,136	Bellairs Investment Trust Ltd.	206,427	170,939
650	Big Missouri Mines Co-op.	1	—
15,000	Boeing Co. P.V. $5.00	1,115,253	1,042,500
15,000	Bristol Myers. Co.	1,105,332	1,130,625
10	Canadian Cutler Mailchute Co. Ltd.	100	500
19,000	Canadian Pacific Railway Co.	892,113	1,106,750
15,114	Commonwealth Edison Co.	320,065	668,656
75,000	Consumers Gas Co.	949,103	1,481,250
3,000	Corning Glass Works Corp.	930,231	1,030,500
15,000	Crown Cork & Seal Inc. P.V. $2.50	858,295	1,031,250
35,000	Distillers Corp. Seagrams	1,141,880	1,566,250
51,000	Dominion Foundries & Steel Ltd.	1,061,832	828,750
20,620	Eastman Kodak Co.	869,058	1,690,840
6,300	General Motors Corp. P.V. $1.66	314,789	502,425
28,000	General Precision Equip. Corp.	1,015,537	1,267,000
30,000	General Telephone & Electric Corp.	1,253,927	1,155,000
100,000	Golden Messenger Corp.	5,000	—
15,000	Hewlett Packard Co. P.V. $1.00	803,999	1,020,900
250	Hafner Fabrics of Canada Ltd.	500	375
40,000	Home Oil Ltd. "B"	991,329	980,000
15,000	Husky Oil Canada Ltd. P.V. $1.00	363,727	393,750
25,035	Imperial Oil Ltd.	1,201,723	1,252,188
70,000	Imperial Tobacco Co. of Canada Ltd.	1,000,000	1,032,500
8,100	International Business Machine Corp.	1,838,231	2,891,700
15,000	International Nickel Co. of Canada Ltd.	552,811	1,695,000
35,000	International Utilities Corp.	1,128,811	1,631,875
26,000	International Tel. & Tel. Corp.	1,393,063	1,710,000
1,500	Investors Trust Ltd.	75,080	105,240
20,000	Lockheed Aircraft Corp. P.V. $1.00	1,172,407	1,130,000
24,000	MacMillan, Bloedel & Powell River Ltd.	202,580	474,000
23,000	Molson's Brewery Ltd. Class "A"	106,529	500,250
19,000	Molson's Brewery Ltd. Class "B"	96,298	432,250
1	Montreal Reform Club Inc.	1	—
60,000	Moore Corporation Ltd.	210,791	1,792,500
25,000	Noranda Mines Ltd.	837,510	1,178,125
60,000	Northern & Central Gas Co. Ltd. N.P.V.	747,804	750,000
10,000	Northwest Airlines Inc.	1,008,032	791,250
435	Ontario & Quebec Railway Co.	62,180	35,670
9,025	Oshawa Wholesale Co. N.P.V.	302,117	296,697
20,000	Pfizer, Chas. & Co. Inc.	1,368,766	1,452,500
450	Public Service Electric & Gas Co.	14,456	13,613
300	Privateer Mine Ltd.	—	11
110,000	Royal Bank of Canada	712,012	1,787,500
435	Royalties Oil & Share Corp.	8,055	4,350
100,300	Royal Trust Co.	280,000	1,955,850
10	St. Lawrence Yacht Club	1	—
39,975	Shell Canada Ltd.	985,348	1,059,338
40,000	Simpsons Ltd.	822,552	1,420,000
50	Société Co-opérative Agricole des Pomiculteur St. Hilaire P.V. $10.00	500	—
25,000	Southern California Edison Co.	695,842	803,125
15,000	Standard Oil Co. of Indiana	431,211	776,250
16,500	Standard Oil Co. of Ohio	272,568	1,018,875
4,000	Standard Oil Co. of New Jersey	282,500	269,500
60,000	Steel Co. of Canada Ltd.	844,347	1,185,000
30,000	Swingline Inc. P.V. $1.00	915,012	997,500
80	Sunlock Mines Ltd.	1	12
20,000	United States Freight Co.	625,192	910,000
20,000	United States Fidelity & Guaranty Co.	1,195,150	982,501
40,000	United Utilities Inc.	1,191,593	1,100,000
39,850	Walker, Gooderham & Worts Co.	1,077,341	1,315,050
50,000	Woodward Stores Ltd.	612,600	881,250
4,500	Xerox Corp.	902,010	1,361,250
		$42,773,353	$58,878,069
	Premium on U.S. Funds	1,591,007	2,216,324
		$44,364,360	$61,094,393

M.A.U.T. NEWS

SALARY COMMITTEE

At the request of the M.A.U.T. Salary Committee, the Principal called a meeting of the Salary Policy Committee to discuss salary scales, date of salary notification and mortgage arrangements for staff members. A report of this meeting was made at the M.A.U.T. General Meeting on 26th November.

F.A.P.U.Q.

In the recent election of M.A.U.T. delegates to F.A.P.U.Q., Professors Just, Brierly, Regault and Salisbury were elected. Professor Jaeger will be an Alternate Delegate. At a meeting of the F.A.P.U.Q. Council on 23rd November, M.A.U.T. was represented by Professors Pavlasek, Just and Vicas. At that meeting, President Coté proposed that F.A.P.U.Q. employ a full-time research officer to assemble data to support submission to the Government. Professor Just has been appointed to the F.A.P.U.Q. Budget Committee, which will study ways of financing such a position.

GENERAL MEETING

At a General Meeting of the Association on 26th November, two motions were passed.

The first resulted from the report of the Salary Committee and was a resolution to the effect that M.A.U.T. supports the principle that all full-time academic staff should receive the minimum salary and step increments appropriate to their rank and time in rank. At present, chairmen are free to recommend salaries below the minimum.

The second motion resulted from a one-and-a-half hour discussion of staff-student relations and instructed the Council to appoint a Committee on Staff-Student Relations.

IN MEMORIAM

Edward Gruman,
B. Mus. III

1949 — 1968

from his friends

URGENT

EARLY MOTION PICTURE FILM INVENTORY

Motion pictures made before the days of "safety film" deteriorate at varying rates and can prove extremely hazardous to persons and property. If you know of early motion picture film in McGill University custody would you notify the University Archivist by telephone without delay?

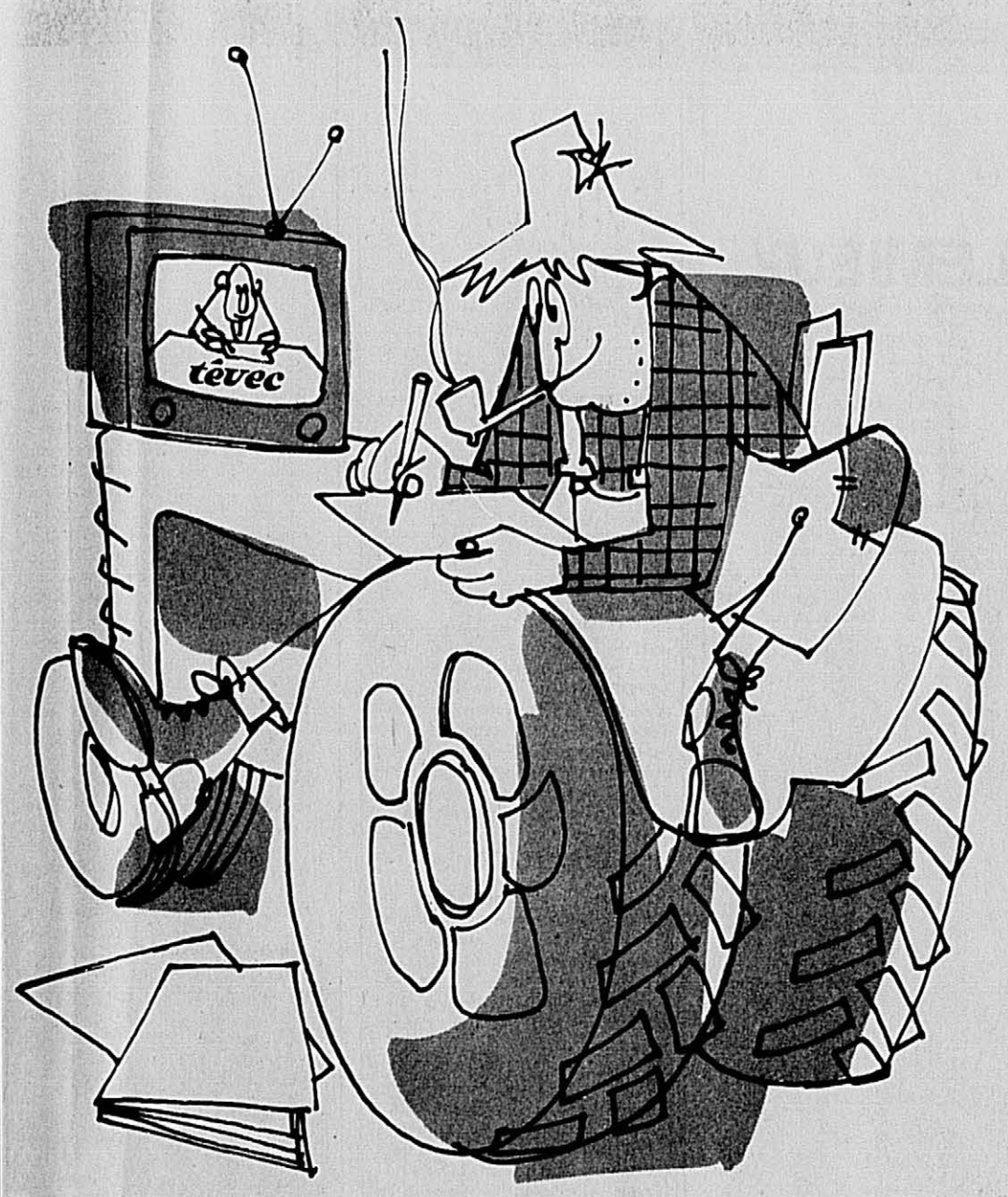
Suspect motion pictures, film strips, etc. are those on 16 mm film, developed before 1927, and 35 mm films developed before 1953.

On receipt of notice by telephone (Extension 5356) the film will be examined by the University Archivist so that appropriate safety precautions may be taken.

IMPORTANT

DO NOT OPEN ANY FILM CANS; DO NOT USE ANY FILM DEVELOPED PRIOR TO THE DATES INDICATED IN ANY PROJECTOR.

Members of the University staff holding personal collections of early motion picture film may call on the Archivist for counsel.



L'EXPÉRIENCE TEVEC

La télévision éducative n'est plus un projet au Québec. Une expérience d'envergure est présentement en cours, l'expérience TEVEC.

Au moment où se développe entre le gouvernement fédéral et le gouvernement québécois un conflit grave au sujet du contrôle et du contenu de la télévision éducative, il nous a semblé intéressant de reproduire ici une série de trois articles parus dans la revue *Technique* au sujet de l'expérience TEVEC.

EXTRAIT DE: TECHNIQUE 1968, 42e ANNÉE, NUMÉRO 1, JANVIER 1968

Partie 1

UNE EXPÉRIENCE D'ÉDUCATION GLOBALE

par Guy Messier

Les sessions d'études télévisées de TEVEC commencent à la mi-janvier de cette année et se termineront vers le 1er avril 1969. *Technique* a demandé à quelques-uns des artisans, des pionniers de cette vaste entreprise d'"école nouvelle des ondes" d'esquisser pour ses lecteurs les grandes lignes du projet TEVEC, dont le responsable est monsieur Guy Messier, de la direction générale de l'Éducation permanente. Messieurs Jean Lachance et Richard Fournier, auteurs avec monsieur Messier des textes qui suivent, sont recherchistes à TEVEC.

Il est souvent question de l'utilisation d'un moyen de communication tel que la télévision à des fins autres que le divertissement et l'information.

Depuis vingt ans, des expériences véritablement concluantes se sont poursuivies un peu partout dans le monde. Inutile de les rappeler ici: elles sont déjà connues. En effet, les projets de recherche en télévision éducative ont été tellement nombreux et ont fait l'objet de tant de communications qu'aujourd'hui plus personne ne met en doute la valeur de ce nouveau médium de formation.

Là où le champ d'investigation reste ouvert, c'est dans le choix des types d'utilisation possibles de la télévision éducative. Et les choses prennent alors leur dimension réelle lorsque l'on tente de voir quel emploi optimal un pays comme le Québec peut faire de cet instrument de diffusion de la connaissance, compte tenu du bas niveau de scolarité de sa population (y compris celle de Montréal.) De même, lorsque l'on s'interroge sur le rôle qu'une technologie aussi sophistiquée peut tenir dans un effort d'éducation collective plus poussée. Voilà une question d'un intérêt tel qu'il convient alors non seulement de se la poser dans un débat académique, mais de vraiment tenter l'expérience. De là la naissance de notre projet pilote de télévision éducative pour les adultes du Saguenay-Lac Saint-Jean, projet pilote que nos chargés de publicité ont baptisé "TEVEC".

Qu'est-ce que TEVEC?

Le projet pilote est une combinaison de trois éléments principaux:

- la télévision,
- le cours par correspondance,
- l'animation sociale[1].

Déjà, en mars 1962, une commission d'experts réunis par les soins de l'UNESCO avait posé comme principe que la télévision, pour être éducative, devait idéalement se conjuguer avec d'autres éléments. Ces spécialistes proposaient notamment de combiner télévision éducative, documents d'accompagnement et informatique.[2]

Pourquoi ces trois éléments?

Des recherches indiquent que les cours télévisés connaissent 50 pour cent de cas d'abandon; ces mêmes études relèvent également 50 pour cent de cas d'abandon dans les cours par correspondance. Lorsque l'on combine télévision et cours par correspondance, il n'y a plus que 20 pour cent de cas d'abandon.

L'originalité du projet se situe au niveau suivant: si nous ajoutons un troisième élément — l'animation sociale — et si nous le combinons à la télévision et aux cours par correspondance (en présumant que la population non seulement va prendre une part active à l'ensemble du projet mais soutiendra et aidera les étudiants adultes), quel sera alors le pourcentage de cas d'abandon?

Comment le projet fonctionne-t-il?

1° *L'émission*

A partir d'un thème socio-économique susceptible d'intéresser toute la population et dont la présentation est de nature à atteindre ce but, l'émission débouche sur l'étude des notions socio-économiques requises pour saisir les dimensions du sujet proposé. Il s'agit bien plus d'un "apprivoisement" que d'une étude réelle de ces notions: un cours complet sur la démographie et la psychologie sociale ou l'entrepreneurship, dans notre idée, convient moins que de l'animation à propos de ces notions. Quitte à y revenir et à les traiter en profondeur, si le besoin en est ressenti par l'ensemble de la clientèle. L'analyse de ces données amènera tout naturellement à traiter des connaissances scolaires formelles nécessaires à la compréhension exacte des éléments déjà apportés. Un inventaire du potentiel scolaire de notre future clientèle a été fait de manière à ne pas remonter inutilement dans la pyramide des connaissances de base (si l'ensemble de l'auditoire sait multiplier 22 x 18, inutile de lui enseigner 2 x 2).

2° *À la maison*

a. Chaque "client" aura reçu à l'avance une brochure explicative sur le thème, des informations scolaires, des questionnaires et des cartes préperforées: c'est le cours par correspondance. Chaque élève devra répondre aux questionnaires, transcrire ses réponses sur les cartes et les jeter à la poste. Ces cartes seront traitées par l'ordinateur du ministère avec le concours de l'ordinateur du CEGEP de Jonquière. Les émissions subséquentes s'ajusteront aux résultats selon que les étudiants auront réussi ou pas à "passer à travers les difficultés" du questionnaire.

b. Chaque client profitera aussi, de temps à autre, de la venue d'un "visiteur à domicile", qui l'encouragera et l'aidera plutôt au plan humain qu'au point de vue scolaire. Une recherche psychologique préliminaire conduite par les soins du professeur Hubert Chéné de l'Université Laval nous a en effet montré qu'il s'agit au premier chef "d'établir le contact" avec l'élève, premier jalon dans le processus de la reconquête de l'estime de soi. Nous avons écarté l'hypothèse du tuteur pédagogique à domicile.

c. L'école du village est ouverte le samedi. Nos élèves pourront s'y réunir pour discuter entre eux de leurs difficultés et recevoir l'aide technique d'un professeur.

3° *La population*

La communauté tout entière doit s'intéresser et soutenir l'effort accompli par plusieurs de ses membres pour mieux participer à la vie d'aujourd'hui.

a. L'ensemble de l'opération est "animé" au plan local par un comité dont les tâches principales consistent à: a) mettre sur pied des téléclubs; b) superviser et animer l'école du samedi.

b. Chaque comité local délègue des représentants au comité de secteur formé par les représentants des comités locaux du territoire d'une commission scolaire régionale. Ce comité de secteur peut utiliser le comité de l'opération DÉPART comme aviseur technique.

c. Les représentants des quatre comités régionaux forment un comité consultatif qui a droit de regard et donne son avis sur tout ce qui a trait à TEVEC.

La réponse du "terrain".

En ce qui regarde les inscriptions, la réponse des gens du Saguenay-Lac Saint-Jean a été absolument extraordinaire. Le projet compte plusieurs milliers d'élèves de plus que le nombre optimum prévu. Nous avions souhaité un effectif de 20,000, nous en avons 34,000. TEVEC coûtera 3 millions de dollars. Scolariser 34,000 adultes selon les procédés actuellement en usage — si la moyenne des 34,000 adultes a une cinquième année — et les conduire à une neuvième année coûte, sans allocations, $19,250,000. Nos hypothèses sur les réactions des gens face au projet se sont trouvées largement vérifiées: offrez à une population des outils neufs et dynamiques et cette population s'emparera de ces outils. Tout se passe comme si l'ensemble des services depuis longtemps disponibles lui étaient inconnus, comme si la population, depuis longtemps motivée par une meilleure éducation et une meilleure scolarisation, attendait TEVEC. Les équipes de recherches épilogueront longuement sur ces phénomènes.

Nous, de TEVEC, n'avons qu'un seul souci: celui de ne pas décevoir l'espoir que nous avons fait naître. Nous y consacrons toutes nos énergies. C'est un beau souci!

1. Disons pour qualifier cette expression devenue très rapidement mythique au Québec, que par animation sociale nous entendons ici la participation aussi complète que possible de la population au projet.

2. Même si nous ne considérons pas l'informatique comme un élément aussi primordial que la télévision, le cours par correspondance et l'animation sociale, il n'en reste pas moins que dans le projet pilote actuellement en cours depuis le 15 janvier, l'informatique joue un rôle de premier plan et assure à toute fin pratique aux responsables du projet le feed-back (rétro-action instantanée dont nous avons besoin pour réajuster l'émission de façon régulière et constante).

INTERVIEW

LEMIEUX

continued from page 1

5% of the population would need a second language, I mean to actually earn a living. It isn't normal for cab drivers, floor sweepers, machine operators, to have to learn another language to earn a living.

REPORTER: In its statements about higher education in Quebec does the M.I.S. reach any conclusions?

LEMIEUX: No, it's just setting a few things straight. I remember just about 2 weeks before students of the CEGEPs started kicking up a fuss, Mr. Munroe who was the vice-president of the Parent Commission, and who is still vice-president of the Superior Council of Education, came out with exactly this statement: that the way they had planned things in the CEGEPs, 70% of the students were supposed to go into working life, and 30% into universities, and actually it is exactly the opposite that is coming about. He started saying that we're going to have too many university students. This was picked up by Paul Gérin-Lajoie at the Liberal Convention a week after that. And the week after that, the CEGEPs were occupied. And to me, it's just a tremendous propaganda scheme, because people in the English-speaking business world of Quebec are afraid there'll be too many French-speaking university graduates.

The other night, on television, you had Mr. Gérard Filion, who is the head of Marine Industries, and Mr. Munroe, who was sitting beside him didn't even have to say one word, because Gérard Filion was saying everything for him — trying to tell us French Canadians are afraid to dirty their hands, and they're a bunch of lezy people who would much rather sit down in university studying than go out and work.

This is exactly the opposite to what this same man and other people were telling us 5 years ago — that French Canadians are *intellectually* lazy — thousands of French Canadians working in factories and mines and everything across Quebec certainly don't show that they're *physically* lazy — but that we were intellectually lazy people in not wanting to sit down and study.

And it's been brought out in the report that was stolen from the B & B Commission, that the English-speaking Quebecer has a higher degree of education on the average, than English-speaking persons anywhere else in North America; and that the English-speaking Quebecer has a higher salary, a higher standard of living than anywhere else in North America, and so on. And reversely for the French Canadian. It just doesn't make sense.

They've even made comparisons between an English-speaking person in Quebec and a French-speaking person in Quebec, having the same degree of education. Even there, there's a tremendous difference between the two, as far as how high they climb in the financial world and their salary bracket and so forth.

REPORTER: Do you think that McGill University can perhaps act as a link between Quebec's two major linguistic communities?

LEMIEUX: I don't know what McGill has done for Quebec in the last hundred years. I could show you what Quebec has done for McGill. McGill has always gotten the lion's share of subsidies from the Quebec government. In addition to this, the private donations by huge corporations who make their profits here in Quebec have always donated money to McGill. The state finances McGill on an equal footing with the French universities, and 85% of the people of Quebec are French.

REPORTER: During the St. Leonard crisis, Principal Robertson of McGill made a statement calling for the continuation of Quebec's hundred year tradition of bilingual education. He said that Quebec alone of the provinces has made it possible for students to be educated in the language of their choice. Do you see any value in this tradition?

LEMIEUX: Well, everybody in the English-speaking segments of Quebec has made statements like this. Dr. Robertson is one, Father Malone, the Rector of Loyola College, did the same thing. Sure they're defending their interests here, and they have a right to defend them, but . . .

Quebec has played the game. And it has got us nowhere. We are losing ground every year, as far as the French language is concerned within Quebec.

The French have been pushed back into Quebec, and now the danger is in Quebec. And when the house is on fire, French people in Quebec aren't worrying about the barn. Nobody in Quebec today is worried about, or preoccupied by the problem in St. Boniface or anywhere else in Canada. And that's why the whole B & B Commission is just so much hypocrisy. Trying to tell the English speaking people of Canada that what Quebec wants is bilingualism across Canada. And the English-speaking people of Canada have seemed to be willing to restore a certain degree of bilingualism across Canada, saying, "Well, if this is the last Quebec demand to save Confederation, we'll try and see what we can do. But this is complete nonsense, because no French-speaking people in Quebec are even interested in trying to save something French ouside Quebec. All that's left of the French fact outside Quebec is little isolated pockets of people. It's just a joke, this bilingualism across the country.

REPORTER: So your position on language rights, for French-speaking people outside Quebec would be that they shouldn't expect any?

LEMIEUX: Right now they don't want any. If you look at statistics by age groups, among the older French Canadian population outside of Quebec, you have people talking about French-ness, but among the younger generation of French-Canadians outside of Quebec, you don't see anybody fighting for French.

If I moved to Vancouver with my family you wouldn't see me fighting for French schools. How can a person have French schooling and as soon as he comes out of school try to earn his living in English?

REPORTER: Is it possible that one reason for the St. Leonard crisis is that *effective* bilingual schools have never been set up?

LEMIEUX: Well, they were set up in St. Leonard, and they were a failure. Bilingual education doesn't work pedagogically. The only man who speaks of that is Wilder Penfield, and even his confrere neurologists don't agree with him. He has never proven anything — it's just a theory. Never been tried in practice.

But in other countries across the world it has been tried in practice and tests have been made after these kids graduate, and it's a complete failure. There's a report by UNESCO in 1945 on the teaching of languages in 40 countries in the world, and they all come to the same conclusion, that you cannot have a formal education in 2 language at the same time. You can learn second language once you have properly acquired one language, but you can't have a teaching system that's half one and half the other. This is what we had in St. Leonard and it didn't work.

There was a convention of English-speaking school boards across Canada held in Ottawa about a month ago, and the Vancouver delegation came up with a resolution saying that immigrant children should be required to have their teaching in the language of the majority of the community around them. This was passed unanimously with the exception of the English-speaking Quebec school boards, who walked out of the meeting. What is considered normal everywhere else is not considered normal in Quebec.

REPORTER: What do you think might be the effect of English-speaking backlash on the M.I.S.?

LEMIEUX: Certainly English people in Quebec do seem worried, and I have spoken to several English groups, trying to explain our position. I don't expect to convince them, but I think they should at least understand why and how we feel about this. What will be the result, I don't know. There have been all sorts of threats; if you do this, we're going to move out, and if you do that, there won't be any American capital coming into Quebec. Which again to me is nonsense. Americans invest money in every country in the world. They open up factories all over, and I'm sure they don't demand that their workers in Japan speak English in the factories. I'm not talking about the English-speaking people of Quebec — that's another thing. But, I don't see why international financiers would stop furnishing capital to Quebec because of a language problem.

What we've started out to do won't be easy to do, that's for sure, and the first wave of reaction has come from immigrant groups. I admit when they come to North America, nobody tells them before they leave their country what they're coming into in Quebec, but this again is certainly not our fault Federal Immigration officers don't explain the situation properly.

We have all sorts of documents showing that all this reaction was fomented, at the present time anyway, by the English-speaking Catholic circles of Montreal. In St. Leonard, this is exactly what happened. The Italian people in St. Leonard are French-speaking. Their associations and groups were just simply infiltrated by English-speaking people from outside of St. Leonard. It sounds preposterous, but I have all sorts of proof of this. We never tried to force anybody into anything, but they certainly did.

REPORTER: What has been the reaction of the English-speaking Catholic clergy to the M.I.S.?

LEMIEUX: The 60 English speaking Catholic priests of the parishes of Montreal all got up in their pulpits and spoke against the aims of the M.I.S. And they're playing all sorts of games with the religious aspect, saying that if the Italians do not have English-speaking Catholic schools, they'll turn Protestant in order to get an English education. If people are ready to deny their religion in order to have certain language rights, well . . ..

REPORTER: Do you think you can operate indefinitely at the local committee level?

LEMIEUX: I think that we can go a long way at the local committee level, because each M.I.S. section corresponds to the territory of a local school board. Right now the local school board is free to decide the teaching language in local schools, but there are laws being prepared in Quebec and sooner or later the action of the M.I.S. will have to be made on several levels.

We can use the same means on the provincial level as we used on the local level. It's mainly a question of making the population aware of these problems.

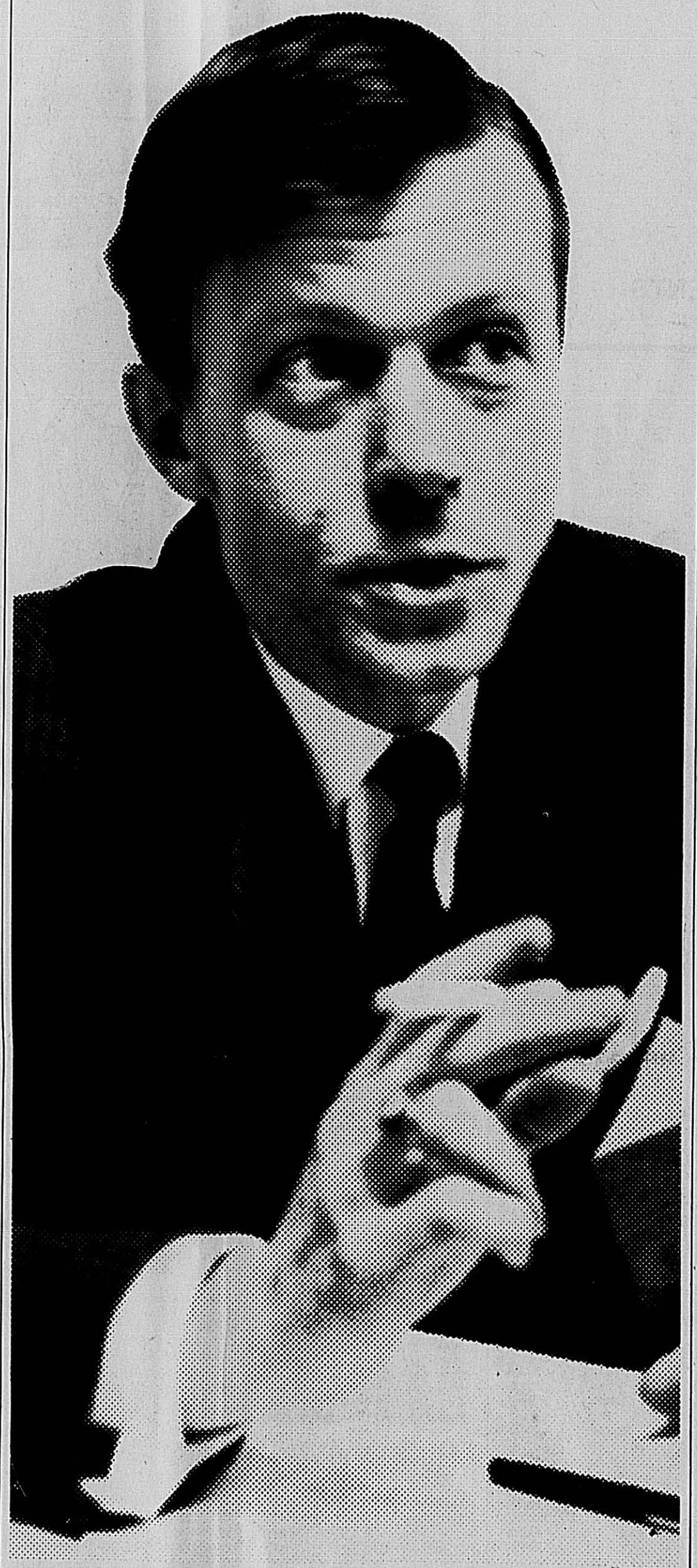
Once that is done, it's not necessary that the M.I.S. be the fofce that will bring about these changes, but it can certainly be the force that will make people aware of these problems. The people themselves after that can see to it that the right people do the right things in the government.

REPORTER: You're not concerned with an independent status for Quebec?

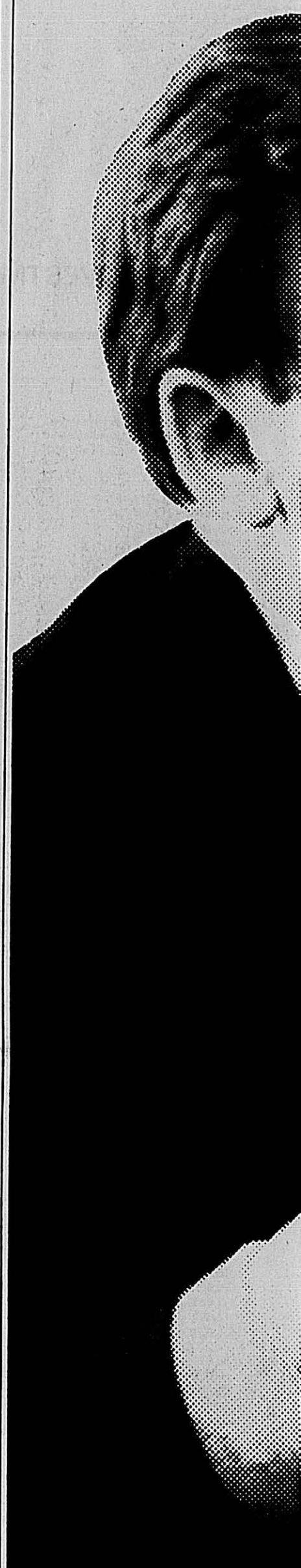
LEMIEUX: This is not one of the objectives of the M.I.S.

REPORTER: Do you anticipate any support for your policies from the English-speaking population?

LEMIEUX: Well, I'd certainly like to. Btu what I would like most is that the English people of Quebec try to understand why we want to do this. It's nothing negative, it's not against anybody, but it's something that must be done if the French language is to survive in Quebec. If French people in Quebec decide that it's not worth trying to save French in Quebec, then we'll forget about the whole thing, but the problem of the French Canadian has always been that we have wanted to maintain our language, but we have never been willing to take the proper means to maintain it.



PETER GREVATT



LaPIERRE

continued from

SAM TATA

page 1

national practice of Canada. Content with lecturing the French Canadians on responsibilities and duties, the Committee fails miserably to recognize the cultural and linguistic assassination perpetrated against French-speaking Canadians outside of Quebec. Granted that because such violence is meted out to French Canadians, this is not a reason for violent retaliation against English-speaking Quebecers. However the members of the Committee give the impression that it is French Canadian society which is being bad and rocking the boat.

Again, one finds one's self in agreement with the signors' arguments on cultural rights. However one cannot help but notice that the cultural rights they wish to maintain in Quebec are referred to as *English*. I wonder what is the content of that English culture for the Italian, the Japanese, the Jew, the Greek, etc., etc. Are we not faced here with a kind of paternalism and elitism which is most anti-social and anti-democratic?

I pass in silence the so-called historical acquired rights except to say two things. First, that history can be made to say whatever one likes; and second, that the rights of the English-speaking Canadians in Quebec were granted, recognized, and fulfilled by the French-speaking majority of Quebec. In that context, the French-speaking majority of Quebec has done something which no other group in this country had the courtesy, the courage, or the sense of honour to do. It seems of historical importance to me to state that fact unequivocably.

The second series of arguments are called practical considerations. The first reason falling under this category suggests that there should be a dual language system because the English language system has been influenced by North American trends, and the French language system by the European model. This may have been true many years ago, but I suggest that since the Second World War both systems have been greatly influenced by North American models and trends. In fact, the Parent Commission Report may be said to be a testament to that North American influence. Since the creation of the Ministry of Education there is no doubt that much has come from France, but to any of us who have served on any provincial committee, that influence has always been tempered by the North American context. To suggest therefore that a unified regional school board might create problems of all sorts in pedagogical areas is I think unfounded.

The same may be said for curriculum development even though one must agree with the statement of the Committee that text books of one language must be much more than mere translations of those of another language. French Canadian society has suffered greatly from this fact, and I cannot foresee any conditions which would allow this evil to visit English-speaking schools. The arguments here must be dismissed.

The arguments set forth in the section dealing with participation in educational administration and research are interesting but quite irrelevant. It is surprising that the members of the Committee give the impression that they have not read the various documents and literature put out by "La Corporation des Enseignants du Québec" and other such educational groups. A reading of this materials reveals beyond the shadow of a doubt the same level of expertise and competence on the side of the French-speaking educator which the members of the Committee assign to the English-speaking educator. In passing, it may be useful to add that a society must find ways to pool its resources if it is to achieve any form of meaningful communal life; the tone of the Report appears to me to be a fundamental quest for apartheid.

I suppose French Canadians should be reminded — as the Committee reminds them — that they do not possess the same mobility as their English-speaking counterparts, but it hurts like hell. I rather like to think that if we had a unified school system in this province with great competence in the use of both languages, then it could be possible to correct a national injustice by giving to the French-speaking Quebecer the same mobility as his English-speaking counterpart. It is unfortunate that those who signed the report did not wish to give themselves this mission.

I had great difficulty in controlling my anger when I read the following:

> "Conversely, national and international companies with plants in Quebec will experience very great difficulty in bringing skilled employees into the Province, unless there are to be found in Quebec good schools, closely related to the general North American educational system."

What are we to conclude from this statement?

The last argument deals with timing. Here the Committee makes a distinction between unity and unification. Even though the members accept the principle of unity, they consider it a long range project. Consequently unification becomes as well a reality to be achieved, as they say, "within a generation or two." One cannot help but wonder whether we can afford to wait that long. I have no doubt that we cannot, even though one may find optimism in the "historical process." Canada is at the crossroads of its existence. The decisions that it must make must be made now. An educational system conditions individuals and since the system here is not a creator of values but a transmitter of them, we are in greater difficulty. A new society must emerge; a new Canada must rise above the din and the clamour of our national debate. A new communal relationship, a new "vie à deux, ou à trois, ou à quatre" must be the result of the monologues and dialogues in which we have been engaged for the past ten years. To achieve this end, a new vision of education must be present and this suggests a new type of system, of relationship, of content and of values. None of these criteria are to be found in the brief of the Dual Language Education Committee. The arguments it uses to bring about what is nothing else but a re-organization of the *status quo* are valid but, presented as they are, they lend themselves to the destruction of those communal values without which modern societies cannot function. These values have to do with the pooling of resources and talent, the creating of equality among component parts, the building "tous ensemble" of an equal and just society.

As stated before, the report of the Committee is a quest and a rationale for apartheid.

LAURIER LaPIERRE

COMMENT

NEWS

BRIEF FOR TWO LAN-GUAGES

Quebec should develop a bilingual, bicultural school system rather than the present confessional system or a possible unilingual system, says a Brief presented to Premier Bertrand on November 18 by a group of English-speaking Quebecers.

The Brief, "A Dual Language Educational System for Elementary and Secondary Schools in Quebec," was prepared by a committee of individuals and representatives of organizations from the English-speaking community. The committee's chairman was Dr. H. Rocke Robertson.

The Brief concludes that if its recommendations are implemented "this province may well influence all provincial educational systems to accord specific rights, guaranteed by statute, to French-speaking minorities."

According to the Brief it is more practical to divide Quebec's schools along language lines than along religious lines because modern Quebec contains significant numbers of French-speaking Protestants and English-speaking Catholics.

Concern is expressed that increasing centralization of educational responsibility under the recently (1964) established provincial Department of Education may lead to an increasingly unilingual French-language system. The Brief says that human rights, international practice and practical considerations (such as different educational trends in the two societies, a longer tradition of participation in educational research and administration in English Canada, insufficient bilingualism of English-speaking educators, and population mobility of English-Canadians) dictate that parents should be able to choose the language of their children's education.

"The unification of the entire school system in Quebec would run the risk of placing the English-speaking population in this Province in much the same position as that deplored by the Commission (B. and B.) with respect to the French-speaking minority in other Provinces," is the conclusion of the argument against a unilingual educational system in Quebec.

The second half of the Brief sketches a possible framework for a bilingual educational system. Since "over-centralization leads to delays and complications which have, at times, affected the progress of education," decentralization is recommended, with the responsibility for English-language education falling on a Deputy Minister of Education (to be appointed by the Department of Education) and English senior officials.

Under the senior officials are Regional School Commissions, Area School Committees in heavily populated areas, and School Committees elected by parents of students attending a given school.

The Regional School Commission would be "the primary financial, administrative and pedagogical authority within the educational system." It would prepare and defend the budget, receive and spend revenues, employ all personnel, own and administer school property, control curriculum, and conduct research projects.

The School Committees would make recommendations on all educational matters, keep parents informed about educational developments and develop religious and moral instruction in accordance with the wishes of the parents.

The Brief also recommends a study of school financing, increased contact between English and French schools, and a "radical improvement" in the teaching of French to English-speaking students.

Organizations and individuals signing the Brief are: The Quebec Association of Protestant School Administrators; The Montreal Board of Trade; The Quebec Federation of Protestant Home and School Associations; The Quebec Association of Protestant School Boards; The Provincial Association of Protestant Teachers of Quebec; The Associated Non-Operating Railway Unions; The Canadian Jewish Congress; H. Rocke Robertson, Principal of McGill; Peter Millar, Chairman of the Protestant School Board of Greater Montreal; Stan Machnik, Director of Professional Development for the Federation of English Catholic Teachers; Peter G. White, Lawyer; K. I. Trasler, Past President of the Provincial Association of Protestant Teachers of Quebec; Donald J. Johnston, Lawyer; C. Wayne Hall, Dean of Education, McGill; Morton Bessner, Lawyer Representing the Canadian Jewish Congress; Douglass B. Clarke, Vice-Principal, Sir George Williams University; Stanley B. Frost, Dean of Graduate Studies, McGill; S. J. Frankel, Vice-Dean of Social Sciences, McGill; Robert C. Rae, Principal, SGWU; Norman W. Wood, Past President of the Quebec Association of Protestant School Administrators; Elton C. Pounder, Professor of Physics, McGill; Michael Oliver, Academic Vice-Principal, McGill; Marc Lapointe, Attorney for the Provincial Association of Protestant Teachers of Quebec.

FORUM

FORUM

An essential purpose of the McGill Reporter is to provide a vehicle of campus opinion. FORUM will be available each week to publish commentaries on articles which appear in the Reporter, as well as points of view on any subject related to the general nature of the university.

Please send all contributions to:

FORUM
McGill Reporter
Rm. 630, Administration Building

A CHANCE TO LEARN THE TRUTH

Sir,

The attached letter has been sent to the "McGill Daily", and I would appreciate it if you would also print it.

L. Yaffe

The Editor,
McGill Daily

Dear Sir,

I have just finished reading with some amusement the article entitled "He Doth Protest Too Much" regarding whether or not I want to be the next Dean of the Faculty of Graduate Studies and Research. I do not know who Danny Roden is. If he has never heard of the Management Development Institute, I couldn't care less. I am quite sure that there are many areas of the University he knows very little about, or even cares very much about.

But now about the description of what "the Dean should be" which he feels I have defined. Would it help him (if anything can) if I pointed out to him, and to your readers, the obvious — that this Report on the Structure and Future of the Faculty of Graduate Studies and Research was not written by myself. This Report was written by ten people, who were members of a committee. Even though I am flattered by the thought that the qualities which we in this Report attempt to ascribe to the Dean could possibly apply to me, yet I must point out unequivocally that this happened to be one section of the Report which I certainly did not write. Various members of our committee wrote various sections of the Report and these were welded into a unit.

Would it also set Mr. Roden's mind at ease if I pointed out to him that, despite his fears, I am not now, nor intend to be, a candidate for the Deanship of the Faculty of Graduate Studies and Research, or any other Faculty. Dean Frost has stated publicly that he would not wish to continue in this office. I have both publicly and privately urged him to reconsider this decision since I think he is doing a first-class job. This urging is a fact which can very easily be checked, or aren't you interested?

Let us get another point perfectly straight: This Report of ours, regardless of how "top secret" the Daily wishes to make it, was never a secret report and thus your statement that it has since been "declassified" really shows that you just don't know what you are talking about. When the Daily called this a "top secret report", some 1500 copies had already been distributed to members of the various Faculties in this University, and to the Executive of the Post-Graduate Students' Society. The Report initially, like all Reports of Senate committees, was presented to Senate, and then Senate, whose Report it is, suggested the above procedure. Anyone who wanted a copy of the Report merely had to ask the appropriate person for it.

I recognise these days that anyone whose views do not coincide exactly with the views of the SDU gets short shrift in the Daily. I do not want to confuse you with the facts since your mind is already made up. However, I am writing this letter because I recognise that there are a good many students in this University, who pay for the Daily, and want a chance to learn the truth.

I have long since recognised the folly of writing letters to the Editor who usually adds an irrelevant comment to the letter since he has the last word.

Yours sincerely,

L. Yaffe
Professor of Chemistry

QUESTIONS CONCERNING THE POLICY OF THE REPORTER

Sir:

On November 18th, the *Reporter* carried a full-page spread on student internship in the Faculty of Education. I should have been pleased with the publicity given to one of our projects but instead I must protest against the tone of the article and the misleading sub-titles. It also prompts me to raise questions concerning the policy of the *Reporter*.

Apparently the writer of the article was unable to decide whether she was dealing with McGill's internship programme or with general patterns of teacher education. As a result, the opening four paragraphs contained unsubstantiated criticisms of traditional teacher preparation. Nothing was said that is new to educators. Unfortunately this wearisome finger-pointing coloured the reader's reception of the remainder of the article which dealt with Project MEET (McGill Elementary Education Teaching-Teams.)

The Faculty of Education is justifiably proud of its new program. Not only has it been highly successful but it is one of the University's first efforts in cooperative planning by students and staff. Naturally the program can be improved and should be expanded. In the meantime it deserves encouragement and support as an imaginative and practical way of moving beyond the more traditional patterns of university teaching and teacher education.

Instead of acknowledging a contribution to education, the article used subtitles to imply lack of confidence in the Faculty. "Too little and too late" suggests insignificance and "Traditional student teaching — a joke?" is an unwarranted editorial aside which disregards the persistent demand from student teachers for more practice opportunities. The *Reporter* is available to the public and is regarded by many as an official voice of the University. The implied doubts about MEET and student teaching are more damaging for this reason and can affect relations between the Faculty of Education and its public.

The fundamental question which I am raising is whether articles in the *Reporter* should present a factual account of the developments at McGill or should have the right to prejudice opinion against carefully considered changes which have the support of both staff and students. May I suggest that if the latter is the case, the articles should offer documented criticisms in a straight-forward fashion instead of using snide sub-titles to raise doubts which are not supported in the text.

Yours sincerely,

C. Wayne Hall
Dean
Faculty of Education

PROF. ARNOLD LAUNCHES ANOTHER BROADSIDE AT BOOKSTORE

Sir,

On the front page of the *Reporter* of November 11th, 1968, Mr. Ramsay, director of the McGill Augean Stable (Bookstore) is quoted as saying: "There has never been a stock-out of German 150 and extension since the end of August. At no time up to yesterday afternoon was Kessler 1 or 1(a) out of stock at the bookstore." The instructors of the three German 150 sections distributed, on November 13th, a questionnaire among the students. These questionnaires are in my office, and may be consulted by anyone. Thirty-three students answered them; of these, thirteen say that one or both books were not available when they wanted to buy them at the McGill bookstore.

How can Mr. Ramsay maintain that the books were always in stock?

A few other observations about the report: Professor Armstrong "can just about guarantee that there'll be shortages in some courses again next year." As long as he and Mr. Ramsay are in charge of things — there seems to be an excellent chance of this being true. Professor Armstrong continues: "Of course, with a much bigger bookstore to handle about double the inventory and a huge increase in handling costs, we would come close to perfection." He seems to think that the more books a bookstore sells, the less profit it makes. This is, indeed, a revolutionary theory and might be of interest to other booksellers in Montreal.

Why does the bookstore make a profit of only 3 per cent? One reason is because so many books have to be ordered at the last minute by telegram and telephone, and because air-mail charges have to be paid. And why is this necessary? Because the bookstore evidently orders a certain percentage of books less than required. This percentage — which has then to be ordered express — costs a lot of unnecessary money.

Why should the bookstore stock less books than the instructors indicate? It is afraid of being left with books which — maybe — won't be used again the following year. Now, — in 95 per cent of the cases — it is possible to return these books to the publisher. This, however, means a previous arrangement with the publisher and, later, packing some cases, and this, in turn, means planning and organization and work...

Another speculation of Professor Armstrong: "...the idea that the bookstore will guarantee all books for all courses is one that would make any private bookseller shudder." The opposite is true: it is the dream of every private bookseller to know how many people will buy which books at what time. A private bookstore has to guess which titles it should stock in which quantity at what times. It handles thousands of titles from hundreds of publishers in very small quantities. The McGill bookstore handles large quantities of a fraction of those titles only.

The McGill bookstore would make a larger profit than a private bookseller of the same size — if it were run adequately.

This Department has approached a well-known Montreal bookseller whose

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INTERVIEW

LEMIEUX

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5% of the population would need a second language, I mean to actually earn a living. It isn't normal for cab drivers, floor sweepers, machine operators, to have to learn another language to earn a living.

REPORTER: In its statements about higher education in Quebec does the M.I.S. reach any conclusions?

LEMIEUX: No, it's just setting a few things straight. I remember just about 2 weeks before students of the CEGEPs started kicking up a fuss, Mr. Munroe who was the vice-president of the Parent Commission, and who is still vice-president of the Superior Council of Education, came out with exactly this statement: that the way they had planned things in the CEGEPs, 70% of the students were supposed to go into working life, and 30% into universities, and actually it is exactly the opposite that is coming about. He started saying that we're going to have too many university students. This was picked up by Paul Gérin-Lajoie at the Liberal Convention a week after that. And the week after that, the CEGEPs were occupied. And to me, it's just a tremendous propaganda scheme, because people in the English-speaking business world of Quebec are afraid there'll be too many French-speaking university graduates.

The other night, on television, you had Mr. Gérard Filion, who is the head of Marine Industries, and Mr. Munroe, who was sitting beside him didn't even have to say one word, because Gérard Filion was saying everything for him — trying to tell us French Canadians are afraid to dirty their hands, and they're a bunch of lazy people who would much rather sit down in university studying than go out and work.

This is exactly the opposite to what this same man and other people were telling us 5 years ago — that French Canadians are *intellectually* lazy — thousands of French Canadians working in factories and mines and everything across Quebec certainly don't show that they're *physically* lazy — but that we were intellectually lazy people in not wanting to sit down and study.

And it's been brought out in the report that was stolen from the B & B Commission, that the English-speaking Quebecer has a higher degree of education on the average, than English-speaking persons anywhere else in North America; and that the English-speaking Quebecer has a higher salary, a higher standard of living than anywhere else in North America, and so on. And reversely for the French Canadian. It just doesn't make sense.

They've even made comparisons between an English-speaking person in Quebec and a French-speaking person in Quebec, having the same degree of education. Even there, there's a tremendous difference between the two, as far as how high they climb in the financial world and their salary bracket and so forth.

REPORTER: Do you think that McGill University can perhaps act as a link between Quebec's two major linguistic communities?

LEMIEUX: I don't know what McGill has done for Quebec in the last hundred years. I could show you what Quebec has done for McGill. McGill has always gotten the lion's share of subsidies from the Quebec government. In addition to this, the private donations by huge corporations who make their profits here in Quebec have always donated money to McGill. The state finances McGill on an equal footing with the French universities, and 85% of the people of Quebec are French.

REPORTER: During the St. Leonard crisis, Principal Robertson of McGill made a statement calling for the continuation of Quebec's hundred year tradition of bilingual education. He said that Quebec alone of the provinces has made it possible for students to be educated in the language of their choice. Do you see any value in this tradition?

LEMIEUX: Well, everybody in the English-speaking segments of Quebec has made statements like this. Dr. Robertson is one, Father Malone, the Rector of Loyola College, did the same thing. Sure they're defending their interests here, and they have a right to defend them, but . . .

Quebec has played the game. And it has got us nowhere. We are losing ground every year, as far as the French language is concerned within Quebec.

The French have been pushed back into Quebec, and now the danger is in Quebec. And when the house is on fire, French people in Quebec aren't worrying about the barn. Nobody in Quebec today is worried about, or preoccupied by the problem in St. Boniface or anywhere else in Canada. And that's why the whole B & B Commission is just so much hypocrisy. Trying to tell the English speaking people of Canada that what Quebec wants is bilingualism across Canada. And the English-speaking people of Canada have seemed to be willing to restore a certain degree of bilingualism across Canada, saying, "Well, if this is the last Quebec demand to save Confederation, we'll try and see what we can do. But this is complete nonsense, because no French-speaking people in Quebec are even interested in trying to save something French ouside Quebec. All that's left of the French fact outside Quebec is little isolated pockets of people. It's just a joke, this bilingualism across the country.

REPORTER: So your position on language rights, for French-speaking people outside Quebec would be that they shouldn't expect any?

LEMIEUX: Right now they don't want any. If you look at statistics by age groups, among the older French Canadian population outside of Quebec, you have people talking about French-ness, but among the younger generation of French-Canadians outside of Quebec, you don't see anybody fighting for French.

If I moved to Vancouver with my family you wouldn't see me fighting for French schools. How can a person have French schooling and as soon as he comes out of school try to earn his living in English?

REPORTER: Is it possible that one reason for the St. Leonard crisis is that *effective* bilingual schools have never been set up?

LEMIEUX: Well, they were set up in St. Leonard, and they were a failure. Bilingual education doesn't work pedagogically. The only man who speaks of that is Wilder Penfield, and even his confrere neurologists don't agree with him. He has never proven anything — it's just a theory. Never been tried in practice.

But in other countries across the world it has been tried in practice and tests have been made after these kids graduate, and it's a complete failure. There's a report by UNESCO in 1945 on the teaching of languages in 40 countries in the world, and they all come to the same conclusion, that you cannot have a formal education in 2 language at the same time. You can learn second language once you have properly acquired one language, but you can't have a teaching system that's half one and half the other. This is what we had in St. Leonard and it didn't work.

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REPORTER: What do you think might be the effect of English-speaking backlash on the M.I.S.?

LEMIEUX: Certainly English people in Quebec do seem worried, and I have spoken to several English groups, trying to explain our position. I don't expect to convince them, but I think they should at least understand why and how we feel about this. What will be the result, I don't know. There have been all sorts of threats; if you do this, we're going to move out, and if you do that, there won't be any American capital coming into Quebec. Which again to me is nonsense. Americans invest money in every country in the world. They open up factories all over, and I'm sure they don't demand that their workers in Japan speak English in the factories. I'm not talking about the English-speaking people of Quebec — that's another thing. But, I don't see why international financiers would stop furnishing capital to Quebec because of a language problem.

What we've started out to do won't be easy to do, that's for sure, and the first wave of reaction has come from immigrant groups. I admit when they come to North America, nobody tells them before they leave their country what they're coming into in Quebec, but this again is certainly not our fault Federal Immigration officers don't explain the situation properly.

We have all sorts of documents showing that all this reaction was fomented, at the present time anyway, by the English-speaking Catholic circles of Montreal. In St. Leonard, this is exactly what happened. The Italian people in St. Leonard are French-speaking. Their associations and groups were just simply infiltrated by English-speaking people from outside of St. Leonard. It sounds preposterous, but I have all sorts of proof of this. We never tried to force anybody into anything, but they certainly did.

REPORTER: What has been the reaction of the English-speaking Catholic clergy to the M.I.S.?

LEMIEUX: The 60 English speaking Catholic priests of the parishes of Montreal all got up in their pulpits and spoke against the aims of the M.I.S. And they're playing all sorts of games with the religious aspect, saying that if the Italians do not have English-speaking Catholic schools, they'll turn Protestant in order to get an English education. If people are ready to deny their religion in order to have certain language rights, well . . .

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We can use the same means on the provincial level as we used on the local level. It's mainly a question of making the population aware of these problems.

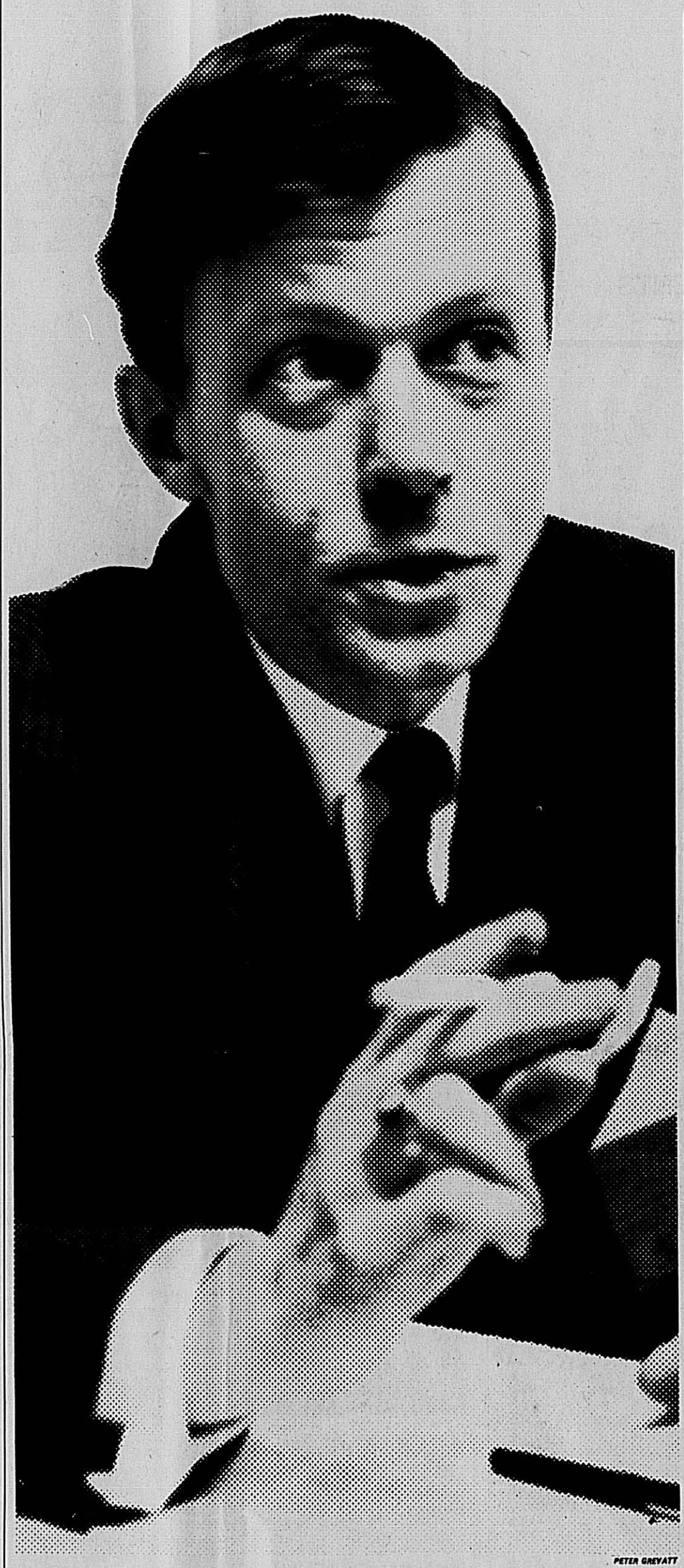
Once that is done, it's not necessary that the M.I.S. be the force that will bring about these changes, but it can certainly be the force that will make people aware of these problems. The people themselves after that can see to it that the right people do the right things in the government.

REPORTER: You're not concerned with an independent status for Quebec?

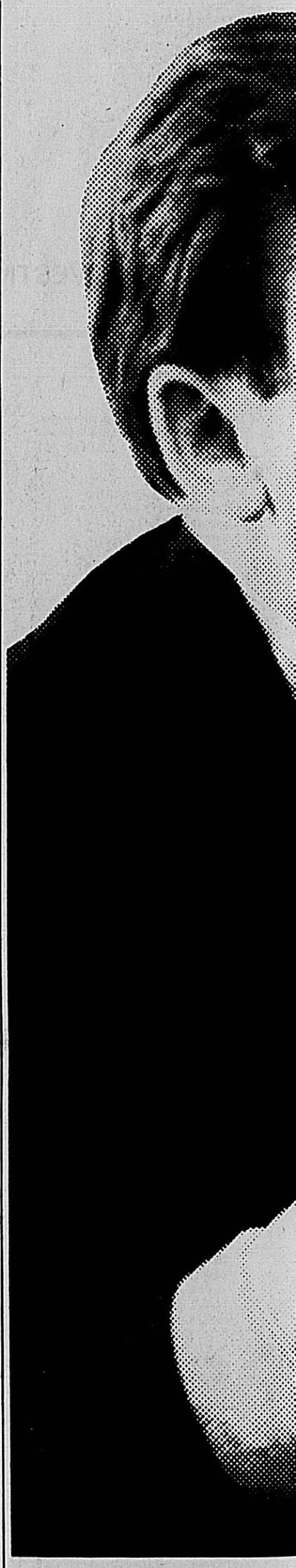
LEMIEUX: This is not one of the objectives of the M.I.S.

REPORTER: Do you anticipate any support for your policies from the English-speaking population?

LEMIEUX: Well, I'd certainly like to. Btu what I would like most is that the English people of Quebec try to understand why we want to do this. It's nothing negative, it's not against anybody, but it's something that must be done if the French language is to survive in Quebec. If French people in Quebec decide that it's not worth trying to save French in Quebec, then we'll forget about the whole thing, but the problem of the French Canadian has always been that we have wanted to maintain our language, but we have never been willing to take the proper means to maintain it.



PETER GREYATT



LaPIERRE

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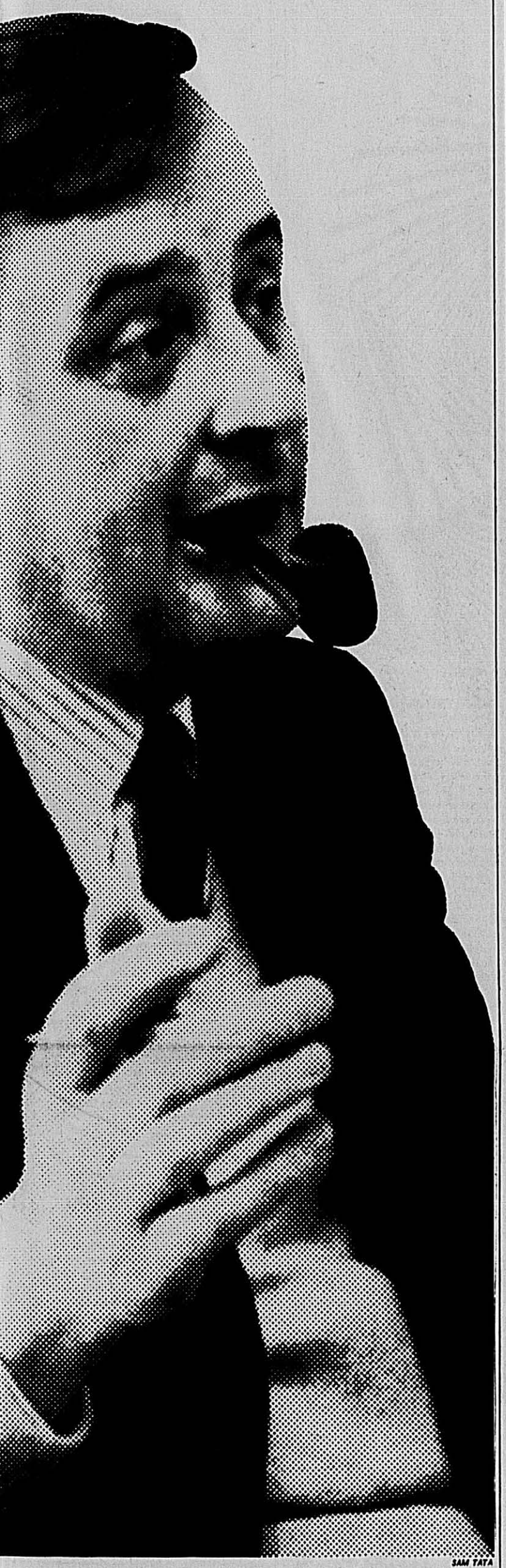


SAM TATA

n page 1

national practice of Canada. Content with lecturing the French Canadians on responsibilities and duties, the Committee fails miserably to recognize the cultural and linguistic assassination perpetrated against French-speaking Canadians outside of Quebec. Granted that because such violence is meted out to French Canadians, this is not a reason for violent retaliation against English-speaking Quebecers. However the members of the Committee give the impression that it is French Canadian society which is being bad and rocking the boat.

Again, one finds one's self in agreement with the signors' arguments on cultural rights. However one cannot help but notice that the cultural rights they wish to maintain in Quebec are referred to as *English*. I wonder what is the content of that English culture for the Italian, the Japanese, the Jew, the Greek, etc., etc. Are we not faced here with a kind of paternalism and elitism which is most anti-social and anti-democratic?

I pass in silence the so-called historical acquired rights except to say two things. First, that history can be made to say whatever one likes; and second, that the rights of the English-speaking Canadians in Quebec were granted, recognized, and fulfilled by the French-speaking majority of Quebec. In that context, the French-speaking majority of Quebec has done something which no other group in this country had the courtesy, the courage, or the sense of honour to do. It seems of historical importance to me to state that fact unequivocably.

The second series of arguments are called practical considerations. The first reason falling under this category suggests that there should be a dual language system because the English language system has been influenced by North American trends, and the French language system by the European model. This may have been true many years ago, but I suggest that since the Second World War both systems have been greatly influenced by North American models and trends. In fact, the Parent Commission Report may be said to be a testament to that North American influence. Since the creation of the Ministry of Education there is no doubt that much has come from France, but to any of us who have served on any provincial committee, that influence has always been tempered by the North American context. To suggest therefore that a unified regional school board might create problems of all sorts in pedagogical areas is I think unfounded.

The same may be said for curriculum development even though one must agree with the statement of the Committee that text books of one language must be much more than mere translations of those of another language. French Canadian society has suffered greatly from this fact, and I cannot foresee any conditions which would allow this evil to visit English-speaking schools. The arguments here must be dismissed.

The arguments set forth in the section dealing with participation in educational administration and research are interesting but quite irrelevant. It is surprising that the members of the Committee give the impression that they have not read the various documents and literature put out by "La Corporation des Enseignants du Québec" and other such educational groups. A reading of this materials reveals beyond the shadow of a doubt the same level of expertise and competence on the side of the French-speaking educator which the members of the Committee assign to the English-speaking educator. In passing, it may be useful to add that a society must find ways to pool its resources if it is to achieve any form of meaningful communal life; the tone of the Report appears to me to be a fundamental quest for apartheid.

I suppose French Canadians should be reminded — as the Committee reminds them — that they do not possess the same mobility as their English-speaking counterparts, but it hurts like hell. I rather like to think that if we had a unified school system in this province with great competence in the use of both languages, then it could be possible to correct a national injustice by giving to the French-speaking Quebecer the same mobility as his English-speaking counterpart. It is unfortunate that those who signed the report did not wish to give themselves this mission.

I had great difficulty in controlling my anger when I read the following:

> "Conversely, national and international companies with plants in Quebec will experience very great difficulty in bringing skilled employees into the Province, unless there are to be found in Quebec good schools, closely related to the general North American educational system."

What are we to conclude from this statement?

The last argument deals with timing. Here the Committee makes a distinction between unity and unification. Even though the members accept the principle of unity, they consider it a long range project. Consequently unification becomes as well a reality to be achieved, as they say, "within a generation or two." One cannot help but wonder whether we can afford to wait that long. I have no doubt that we cannot, even though one may find optimism in the "historical process." Canada is at the crossroads of its existence. The decisions that it must make must be made now. An educational system conditions individuals and since the system here is not a creator of values but a transmitter of them, we are in greater difficulty. A new society must emerge; a new Canada must rise above the din and the clamour of our national debate. A new communal relationship, a new "vie à deux, ou à trois, ou à quatre" must be the result of the monologues and dialogues in which we have been engaged for the past ten years. To achieve this end, a new vision of education must be present and this suggests a new type of system, of relationship, of content and of values. None of these criteria are to be found in the brief of the Dual Language Education Committee. The arguments it uses to bring about what is nothing else but a re-organization of the *status quo* are valid but, presented as they are, they lend themselves to the destruction of those communal values without which modern societies cannot function. These values have to do with the pooling of resources and talent, the creating of equality among component parts, the building "tous ensemble" of an equal and just society.

As stated before, the report of the Committee is a quest and a rationale for apartheid.

LAURIER LaPIERRE

COMMENT

NEWS

BRIEF FOR TWO LANGUAGES

Quebec should develop a bilingual, bicultural school system rather than the present confessional system or a possible unilingual system, says a Brief presented to Premier Bertrand on November 18 by a group of English-speaking Quebecers.

The Brief, "A Dual Language Educational System for Elementary and Secondary Schools in Quebec," was prepared by a committee of individuals and representatives of organizations from the English-speaking community. The committee's chairman was Dr. H. Rocke Robertson.

The Brief concludes that if its recommendations are implemented "this province may well influence all provincial educational systems to accord specific rights, guaranteed by statute, to French-speaking minorities."

According to the Brief it is more practical to divide Quebec's schools along language lines than along religious lines because modern Quebec contains significant numbers of French-speaking Protestants and English-speaking Catholics.

Concern is expressed that increasing centralization of educational responsibility under the recently (1964) established provincial Department of Education may lead to an increasingly unilingual French-language system. The Brief says that human rights, international practice and practical considerations (such as different educational trends in the two societies, a longer tradition of participation in educational research and administration in English Canada, insufficient bilingualism of English-speaking educators, and population mobility of English-Canadians) dictate that parents should be able to choose the language of their children's education.

"The unification of the entire school system in Quebec would run the risk of placing the English-speaking population in this Province in much the same position as that deplored by the Commission (B. and B.) with respect to the French-speaking minority in other Provinces," is the conclusion of the argument against a unilingual educational system in Quebec.

The second half of the Brief sketches a possible framework for a bilingual educational system. Since "over-centralization leads to delays and complications which have, at times, affected the progress of education," decentralization is recommended, with the responsibility for English-language education falling on a Deputy Minister of Education (to be appointed by the Department of Education) and English senior officials.

Under the senior officials are Regional School Commissions, Area School Committees in heavily populated areas, and School Committees elected by parents of students attending a given school.

The Regional School Commission would be "the primary financial, administrative and pedagogical authority within the educational system." It would prepare and defend the budget, receive and spend revenues, employ all personnel, own and administer school property, control curriculum, and conduct research projects.

The School Committees would make recommendations on all educational matters, keep parents informed about educational developments and develop religious and moral instruction in accordance with the wishes of the parents.

The Brief also recommends a study of school financing, increased contact between English and French schools, and a "radical improvement" in the teaching of French to English-speaking students.

Organizations and individuals signing the Brief are: The Quebec Association of Protestant School Administrators; The Montreal Board of Trade; The Quebec Federation of Protestant Home and School Associations; The Quebec Association of Protestant School Boards; The Provincial Association of Protestant Teachers of Quebec; The Associated Non-Operating Railway Unions; The Canadian Jewish Congress; H. Rocke Robertson, Principal of McGill; Peter Millar, Chairman of the Protestant School Board of Greater Montreal; Stan Machnik, Director of Professional Development for the Federation of English Catholic Teachers; Peter G. White, Lawyer; K. I. Trasler, Past President of the Provincial Association of Protestant Teachers of Quebec; Donald J. Johnston, Lawyer; C. Wayne Hall, Dean of Education, McGill; Morton Bessner, Lawyer Representing the Canadian Jewish Congress; Douglass B. Clarke, Vice-Principal, Sir George Williams University; Stanley B. Frost, Dean of Graduate Studies, McGill; S. J. Frankel, Vice-Dean of Social Sciences, McGill; Robert C. Rae, Principal, SGWU; Norman W. Wood, Past President of the Quebec Association of Protestant School Administrators; Elton C. Pounder, Professor of Physics, McGill; Michael Oliver, Academic Vice-Principal, McGill; Marc Lapointe, Attorney for the Provincial Association of Protestant Teachers of Quebec.

FORUM

FORUM

An essential purpose of the McGill Reporter is to provide a vehicle of campus opinion. FORUM will be available each week to publish commentaries on articles which appear in the Reporter, as well as points of view on any subject related to the general nature of the university.

Please send all contributions to:

FORUM
McGill Reporter
Rm. 630, Administration Building

A CHANCE TO LEARN THE TRUTH

Sir,

The attached letter has been sent to the "McGill Daily", and I would appreciate it if you would also print it.

L. Yaffe

The Editor,
McGill Daily

Dear Sir,

I have just finished reading with some amusement the article entitled "He Doth Protest Too Much" regarding whether or not I want to be the next Dean of the Faculty of Graduate Studies and Research. I do not know who Danny Roden is. If he has never heard of the Management Development Institute, I couldn't care less. I am quite sure that there are many areas of the University he knows very little about, or even cares very much about.

But now about the description of what "the Dean should be" which he feels I have defined. Would it help him (if anything can) if I pointed out to him, and to your readers, the obvious — that this Report on the Structure and Future of the Faculty of Graduate Studies and Research was not written by myself. This Report was written by ten people, who were members of a committee. Even though I am flattered by the thought that the qualities which we in this Report attempt to ascribe to the Dean could possibly apply to me, yet I must point out unequivocally that this happened to be one section of the Report which I certainly did not write. Various members of our committee wrote various sections of the Report and these were welded into a unit.

Would it also set Mr. Roden's mind at ease if I pointed out to him that, despite his fears, I am not now, nor intend to be, a candidate for the Deanship of the Faculty of Graduate Studies and Research, or any other Faculty. Dean Frost has stated publicly that he would not wish to continue in this office. I have both publicly and privately urged him to reconsider this decision since I think he is doing a first-class job. This urging is a fact which can very easily be checked, or aren't you interested?

Let us get another point perfectly straight: This Report of ours, regardless of how "top secret" the Daily wishes to make it, was never a secret report and thus your statement that it has since been "declassified" really shows that you just don't know what you are talking about. When the Daily called this a "top secret report", some 1500 copies had already been distributed to members of the various Faculties in this University, and to the Executive of the Post-Graduate Students' Society. The Report initially, like all Reports of Senate committees, was presented to Senate, and then Senate, whose Report it is, suggested the above procedure. Anyone who wanted a copy of the Report merely had to ask the appropriate person for it.

I recognise these days that anyone whose views do not coincide exactly with the views of the SDU gets short shrift in the Daily. I do not want to confuse you with the facts since your mind is already made up. However, I am writing this letter because I recognise that there are a good many students in this University, who pay for the Daily, and want a chance to learn the truth.

I have long since recognised the folly of writing letters to the Editor who usually adds an irrelevant comment to the letter since he has the last word.

Yours sincerely,

L. Yaffe
Professor of Chemistry

QUESTIONS CONCERNING THE POLICY OF THE REPORTER

Sir:

On November 18th, the *Reporter* carried a full-page spread on student internship in the Faculty of Education. I should have been pleased with the publicity given to one of our projects but instead I must protest against the tone of the article and the misleading sub-titles. It also prompts me to raise questions concerning the policy of the *Reporter*.

Apparently the writer of the article was unable to decide whether she was dealing with McGill's internship programme or with general patterns of teacher education. As a result, the opening four paragraphs contained unsubstantiated criticisms of traditional teacher preparation. Nothing was said that is new to educators. Unfortunately this wearisome finger-pointing coloured the reader's reception of the remainder of the article which dealt with Project MEET (McGill Elementary Education Teaching-Teams.)

The Faculty of Education is justifiably proud of its new program. Not only has it been highly successful but it is one of the University's first efforts in cooperative planning by students and staff. Naturally the program can be improved and should be expanded. In the meantime it deserves encouragement and support as an imaginative and practical way of moving beyond the more traditional patterns of university teaching and teacher education.

Instead of acknowledging a contribution to education, the article used subtitles to imply lack of confidence in the Faculty. "Too little and too late" suggests insignificance and "Traditional student teaching — a joke?" is an unwarranted editorial aside which disregards the persistent demand from student teachers for more practice opportunities. The *Reporter* is available to the public and is regarded by many as an official voice of the University. The implied doubts about MEET and student teaching are more damaging for this reason and can affect relations between the Faculty of Education and its public.

The fundamental question which I am raising is whether articles in the *Reporter* should present a factual account of the developments at McGill or should have the right to prejudice opinion against carefully considered changes which have the support of both staff and students. May I suggest that if the latter is the case, the articles should offer documented criticisms in a straight-forward fashion instead of using snide sub-titles to raise doubts which are not supported in the text.

Yours sincerely,

C. Wayne Hall
Dean
Faculty of Education

PROF. ARNOLD LAUNCHES ANOTHER BROADSIDE AT BOOKSTORE

Sir,

On the front page of the *Reporter* of November 11th, 1968, Mr. Ramsay, director of the McGill Augean Stable (Bookstore) is quoted as saying: "There has never been a stock-out of German 150 and extension since the end of August. At no time up to yesterday afternoon was Kessler 1 or 1(a) out of stock at the bookstore." The instructors of the three German 150 sections distributed, on November 13th, a questionnaire among the students. These questionnaires are in my office, and may be consulted by anyone. Thirty-three students answered them; of these, thirteen say that one or both books were not available when they wanted to buy them at the McGill bookstore.

How can Mr. Ramsay maintain that the books were always in stock?

A few other observations about the report: Professor Armstrong "can just about guarantee that there'll be shortages in some courses again next year." As long as he and Mr. Ramsay are in charge of things — there seems to be an excellent chance of this being true. Professor Armstrong continues: "Of course, with a much bigger bookstore to handle about double the inventory and a huge increase in handling costs, we would come close to perfection." He seems to think that the more books a bookstore sells, the less profit it makes. This is, indeed, a revolutionary theory and might be of interest to other booksellers in Montreal.

Why does the bookstore make a profit of only 3 per cent? One reason is because so many books have to be ordered at the last minute by telegram and telephone, and because air-mail charges have to be paid. And why is this necessary? Because the bookstore evidently orders a certain percentage of books less than required. This percentage — which has then to be ordered express — costs a lot of unnecessary money.

Why should the bookstore stock less books than the instructors indicate? It is afraid of being left with books which — maybe — won't be used again the following year. Now, — in 95 per cent of the cases — it is possible to return these books to the publisher. This, however, means a previous arrangement with the publisher and, later, packing some cases, and this, in turn, means planning and organization and work . . .

Another speculation of Professor Armstrong: ". . . the idea that the bookstore will guarantee all books for all courses is one that would make any private bookseller shudder." The opposite is true: it is the dream of every private bookseller to know how many people will buy which books at what time. A private bookstore has to guess which titles it should stock in which quantity at what times. It handles thousands of titles from hundreds of publishers in very small quantities. The McGill bookstore handles large quantities of a fraction of those titles only.

The McGill bookstore would make a larger profit than a private bookseller of the same size — if it were run adequately.

This Department has approached a well-known Montreal bookseller whose

continued on page 6 column 1

store is close to McGill. He agreed — if we decide to deal with him — to order all books in the exact quantities indicated by the Department, have them in stock on September 1st, and sell them to our students at a discount of 10 per cent in the case of American and Canadian books and 20 per cent in the case of German books (the 20 per cent is compared to present McGill bookstore prices: he would charge the original German price minus 10 per cent). This bookseller would still make a profit of around 15 per cent or ca. $1,050 (15 per cent of $7,000).

I am convinced that McGill could find a private bookseller who would be glad to run the bookstore and give the students 10 per cent rebate. Why not ask for offers and try it for a few years? Matters could not possibly get worse than they are now.

May I add some advice for Mr. Ramsay: he is quite wrong when he says: "... the bookstore cannot order direct from Germany; they must order from the Canadian distributor, who also wants to make money." He is referring to those Kessler books. If he orders them from the German publisher, the publisher will refer him to Bellhaven House, Toronto, and the bookstore will have to charge $3.55. He can get around this by ordering from a German retail bookseller which will give a 10 per cent rebate to everybody ordering by mail and pay shipping charges. In the case of orders of 10 or more copies of the same item, the rebate is 30 per cent. Had the McGill bookstore ordered in this way, it could have sold the same books at $2.00 — and saved each student $1.55. A halfway experienced bookseller, of course, knows these things.

P.S. As to Mr. Hill's letter in last week's *Reporter*, it proves that books can be held up at customs and elsewhere for several weeks. This makes it all the more important that the Bookstore orders a sufficient number of copies the first time around (in May or June), since one cannot rely on receiving additional copies on short notice.

Yours truly,

A. Arnold
Chairman

AFTERMATH OF THE CEGEP SIT-IN'S

Sir:

Now that the CEGEP sit-in's are over, and feelings have cooled off, it is time to point out that some of the views expressed on the subject require correction.

1. The Ministry of Education in the space of two years found teachers, locales and funds for the elaboration of 23 CEGEPs with up to 2,000 students apiece. This is an achievement that anyone with experience in administration cannot fail to admire. The number of mistakes made (for there were of course some mistakes made) has been surprisingly small.

When this fact is presented, the answer is usually: "The Government should have proceeded more slowly." But the demand for the CEGEPs was as vociferous two years ago as the demand is now for a second French University in Montreal. However, the Government decided (wisely, in my opinion) that it was better to open the CEGEPs even though the rush would make the job less perfect than one might wish.

2. It has been known for over two years that the second French University in Montreal would open in the Fall of 1969; hence, it was irrelevant to request something that is already granted.

3. It was said that students had nothing to say in the administration of the CEGEPs. In fact, the CEGEPs were some of the first colleges in North America where the students were, from the time of their opening, members of the supreme board running them, since two out of nineteen members of the "Conseil d'Administration" of each CEGEP are students. (Incidentally, each CEGEP is largely autonomous from the Government.)

4. Finally, the request for "débouchés" after the CEGEP is finished was coupled with a request for the government to provide jobs later. While one might well question the suitability of making such a request from the Ministry of Education and perhaps detect a tendency to depend on others rather than on oneself, the decision was made (rightly or wrongly) that the students would be completely free to select whatever branch of study they wanted. Nevertheless, suggestions were made to encourage students to enter certain branches but these were often disregarded. In a recent speech by Mr. Cardinal, the Minister of Education, he states that courses on "informatique" (training for work with computers) were organized in eleven CEGEPS offering room for 1,500 students. Only 500 registered for the course. And yet it is estimated that 1,800 specialists in this field would be required per year in the next 10 years.

C. P. Leblond,
Department of Anatomy

PERLMUTTER'S VIEW OF SCHOLARSHIP AND SCIENCE CHALLENGED

Sir,

Mr. Tom Perlmutter, in his account of Dr. Han Suyin's Beatty Lectures in the *McGill Reporter*, states apodictically: "The rational, objective scientist of the West is a myth; it is good that this myth be destroyed, for it is just an obstacle in our own development." This frontal assault on the very essence of the Western academic tradition should not be left unchallenged. If by "rational, objective scientist" we mean some one who is able to lay down truths incapable of refutation or who is able to speak infallibly *ex cathedra*, he is indeed a myth; for there is no such person. But if this term means what is generally understood by it, viz. some one engaged in continuous criticism of the presuppositions, hypotheses and discoveries which he (and others) have made, he is no myth at all, but very real, indeed; for he is the prototype of the ordinary scientist or scholar. Scientific objectivity is an ideal which can only be imperfectly realised, but it is therefore by no means useless or non-existing. The history of natural science during the last three centuries offers convincing proof how valuable and successful the scientific approach can be. What is true of natural science applies similarly to the social sciences and to the humanities, even though the task of attaining objectivity may appear even more difficult in these disciplines. In so far as scientific and scholarly work has been marred by failure it has happened, as in society itself, not because there has been too much rationality, but because there has been too little. Rational criticism and discussion should, however, at least preclude one from falling into the "intellectual rut" experienced or diagnosed by Mr. Perlmutter. In the fields of science and scholarship there is no place for the religious committment which, according to Mr. Perlmutter, characterises Dr. Han Suyin's approach to social and political questions. The place of religion is elsewhere. To accept Mr. Perlmutter's view of science is to embrace obscurantism; it amounts to preaching a dangerous irrationalism and to committing treason to academic life. It is yet another instance of *La trahison des clercs*.

Yours very truly,

Hans S. Reiss
Visiting Professor of German,
Professor of German in the
University of Bristol.

THE CONDITIONS OF OUR PRISONS

In an earlier issue of the Reporter we printed the text of a letter by Miss Carolyn Dente of the Faculty of Law to the Solicitor General of Canada concerning conditions in Canadian prisons. Miss Dente's letter had been prompted by a Pierre Berton interview with a former social worker at the Saskatchewan Penitentiary, Dr. Joe Hudson.

Following are portions taken from the transcript of the Berton interview and a reply to Dr. Hudson's charges by Mr. George J. McIlraith.

In the near future a symposium organized by McGill students will consider "the prison problem." The Berton interview and the McIlraith letter may serve to give some background to this discussion of the Canadian penal system.

The Editor

PIERRE BURTON WITH DR. JOE HUDSON

KEY:
P.B.—PIERRE BERTON
Ann.—ANNOUNCER (BERNARD COWAN)
J.H.—JOE HUDSON

P.B. The story you are about to hear is not a pretty one. It comes from the inside of one of Canada's biggest penitentiaries and it deals with the homosexual rape of young offenders by hardened criminals. My guest is not an ex-con. He's a former prison official himself.

Ann. Pierre's guest tonight is social worker C. H. Hudson, late of the Prince Albert Penitentiary in Saskatchewan—an institution he describes as "a rotten cancerous growth that contaminates guards and inmates alike."

P.B. *Perhaps, Mr. Hudson, you might start by telling us exactly why you quit Prince Albert.*

J.H. There are a number of reasons really that I did leave finally in disgust. One of them was the very nature of the work I had to do there, the paper work. It's a crude form of diagnosis of the inmate himself. We do innumerable reports on the men to the detriment of doing any actual work with them, and themselves. By this I mean helping work. Helping them to change their attitudes and behaviours.

P.B. *What you're saying is bureaucracy takes over in actual therapy.*

J.H. Right. The means are converted into ends basically.

P.B. *You said there were several reasons. What are the other reasons?*

J.H. The depravity, the brutality of the institution itself. That homosexuality is one aspect of this. The general lack of indifference. The general indifference of the situation that you lose your sensitivity in this type of situation where nobody cares and a con is just a con.

P.B. *You say the same thing happens to prison guards in Canada that happened to gestapo guards in concentration camps in Germany. They become brutalized by the conditions around them.*

J.H. Exactly, I think Eugene Cogan's book, *The Theory and Practice of Hell*, dealing with the concentration camps in Nazi Germany is very typical of certain of the situations that exist in Canadian penitentiaries. Now, I can only speak of the Prince Albert Penitentiary because it's the only one I've worked in, in Canada.

P.B. *Well, it's a very big penitentiary indeed, isn't it?*

J.H. It is. It's one of the larger ones.

P.B. *Alright, let's deal with it. In your letter to me which was eloquent, moving, and angry, you said that young offenders in for a variety of crimes were being raped. I wonder if you could go into the details of this. How can this go on? How can this be allowed?*

J.H. When a young offender comes into the penitentiary, into Prince Albert Penitentiary, seventeen, eighteen, nineteen, twenty year old youngster, first time in a penitentiary, or first time in any kind of a jail setting perhaps, he is selected, is the nicest word I can think of, by certain of the other inmates, the hardened, aggressive, homosexual inmates. These men may not be homosexuals on the street but they are in prison, and it's not a mutual consenting situation between these two men. The man is selected by, they call them wolves, is the title that the inmates give, and he is going to go along with the wolf or he is going to be hurt seriously. I think the prison situation itself feeds into this through the process of the pay scale. An inmate comes into the institution and he has fifteen cents a day which he can spend. This will buy him perhaps, his tobacco needs, and that's about it. Perhaps he can't buy tobacco or chewing gum or what ever other needs he may have, so the older inmate, the one that's hustling, as it were, this young fellow, will begin lending him stuff. Giving him candy, giving him cigarettes, or whatever else he may want.

P.B. *It's seduction going on.*

J.H. It's a seduction and the man is sucked right down the drain, is what happens.

P.B. *Well now let's take the process in Prince Albert. I am a young nineteen year old caught for joy riding, stealing a car. In a burst of high spirits I get knocked over by the magistrate and the judge and I'm in Prince Albert. How is it that an older inmate is allowed to get near me? How many people share my cell? What's it like?*

J.H. One man to a cell.

P.B. *If there's one man to a cell how can anyone get near me for sexual purposes? How can they allow that? They must be able to see through the bars.*

J.H. Well how it takes place ... It can take place actually between cells. That is from the outside of the cell to the inside of a cell and men have been caught in this act. It can happen in the yard in recreation time. It can happen in the movie. It can happen in inumerable places. In Prince Albert the central dome, there's approximately 75 to 125 men sitting around literally rotting, doing nothing all day but mopping for perhaps 20 minutes of that day. This is their work—day in and day out year in and year out that they're in there.

P.B. *This is the only thing they have to do? No rehabilitation, no training?*

J.H. That's the so-called rehabilitation.

P.B. *Good heavens.*

J.H. And at this time these men are scattered around the dome, and out of the tiers the cell blocks lead out of the dome, it could take place at that time.

P.B. *Where are the guards when this is happening? Where's the warden? Where are all the officials?*

J.H. The officials are in their offices.

P.B. *These men are being watched by somebody with a gun, surely.*

J.H. Well you can't possibly have enough men ... there aren't any guns inside the prison as such carried by guards ... but you can't possibly have

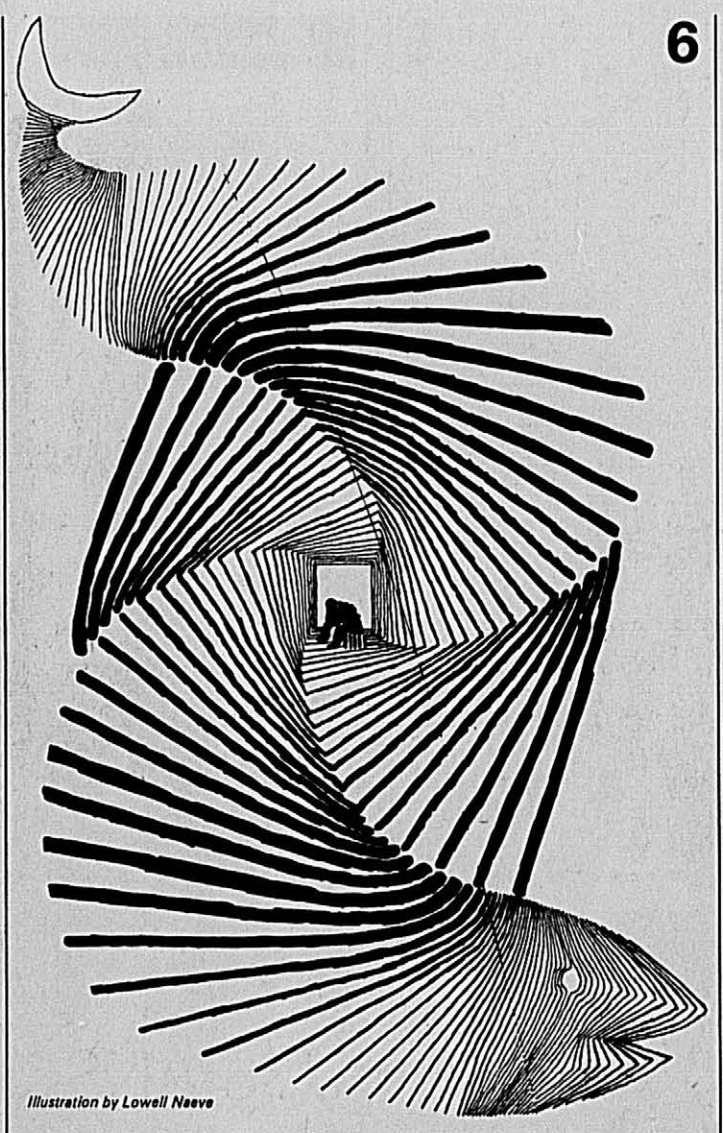


Illustration by Lowell Neave

enough men to supervise 75 or 100 men. You would need one to one supervision almost, which is impossible.

P.B. *Now then, I know that you reported that in one case in your job as a social worker, you found out from an inmate himself that he had been attacked sexually by a man and you reported this. What happened when you reported this?*

J.H. The man came, the youngster, approximately eighteen years old, first time in a penitentiary, from a well-to-do family, a well-to-do farming family, came into my office and broke down into tears, and wanted to be placed in the hole, which is a segregation area, for punishment. And I said well why? What's the problem? And he said that he didn't want to go into that, he just wanted to go to the hole, to be left alone. And I guessed what the problem was. I think it was pretty obvious what the problem was, and I said 'Who is the man that is bothering you?'. And he wouldn't tell me and I guessed who the man was, a hardened notorious homosexual in the prison. And he gave it away then... "How did you know' type of thing," to me. So I went to the Deputy Warden and I spoke to him about this and I asked him that something be done immediately to put this man away ... that the youngster shouldn't be punished for this. He was trying to get out of this difficult situation. The Deputy Wardens words to me were that I should quote "council these men to have the moral integrity to withstand these kind of advances." That he had been in the Royal Navy and this type of situation had gone on around him in the navy but he had had the moral character to withstand it. Now I think it is fatuous to explain to an eighteen year old kid who's in dire danger this type of nonsense.

J.H. Yes. Well, I went back and I talked to the young fellow and I was very concerned and very sick about the whole thing, because I could see my young son in this type of situation, and I finally ended up writing a letter to the Deputy Warden, a memorandum, outlining the situation in writing, everything has to be in writing in this organization, and the last paragraph was something to the effect that if no action was taken I was sending a copy to Ottawa, to the commissioner, and within minutes, literally minutes, action was taken, the man was placed in the hole, and kept there. I left within about a month and a half later and within two weeks of my leaving the prison, he was back out again, in the population.

P.B. *What you seem to be saying, without actually saying, is that these homosexual rapes or seductions in Prince Albert Penitentiary are winked at by the Administration, they turn a blind eye to it—at the very least.*

J.H. That's the mildest you could say. It's gone along with directly. The administration will very often permit cell changes for youngsters down to, next door to what is called their own men—homosexuality—homosexuals. The administration will go along with these cell changes and may often directly put the cell change into effect, even though it's not asked for by the youngster.

P.B. *If they're doing that they must know the reason why that's happening. They must know the reason this boy is being put next to this old wolf.*

J.H. The reason is the fact that these older men are hardened, some of them are extremely hardened men, and they could cause a great deal of difficulty in the prison if they so desired by forming unrest amongst the other inmates and so on. They keep them happy—let them have their young kids. This is basically the philosophy and it's an unstated philosophy and it's denied right down the line, but I know many men that have worked with me in the prison and will verify this fact, and I know innumerable number of ex-inmates that are now out and doing very well, who will verify this.

P.B. *Well this is the specific theme of "Fortune And Men's Eyes" the Canadian play which is causing so much controversy. What you're saying here is that as an attitude towards human beings, at least in the prison that you have seen in Canada, which is an attitude that you have towards animals, even a worse attitude than you have towards animals, it's an inhuman attitude.*

J.H. Definitely it's inhuman. I think it's vicious. It's degrading. But the goal of a prison, at least the prison that I worked in, is the goal of order—to maintain order in that institution and don't cause trouble, don't have any trouble caused because then there could be political repercussions, as a result. The goal is not for the ultimate rehabilitation, whatever that may mean, or change in the individual inmate.

P.B. *The goal is then to keep the lid on the bubbling kettle and prevent outbreaks.*

J.H. Exactly.

P.B. *Rehabilitation? Mr. Hudson what efforts are made if any, to rehabilitate especially young offenders that go to penitentiaries—this kind of penitentiary?*

J.H. There are vocational training opportunities for a certain number of men in the institution. There are group counselling opportunities for a certain number of men in the institution and there are individual opportunities (counselling) for a certain number of men. And I say certain number of men because it's a very small number.

P.B. *A minority.*

J.H. In any one year I think the figures put out in the commissioner's report were that 113 men, or something of this nature, were trained vocationally.

P.B. *Out of how many?*

J.H. Well, there are 450 men at Prince Albert Penitentiary.

P.B. *What of the rest? The rest have no training. Is it true that the prisons are a school for crime, as has been charged?*

J.H. Definitely.

P.B. *Have you seen this yourself?*

J.H. I've seen it. It's a definite school for crime. I've seen young men come in who are not vicious, hardened criminals by any means. They were goofs or fools who committed a stupid act at one time or another. They come into the institution and you speak to them (it was my job to speak to them individually as a classification officer) and they are very repentent for what they had done and very shocked by coming into the institution. And you see them six months later, and you'd never know you were talking to the same men.

P.B. *Where does the fault lie? With the prison personnel then?*

J.H. I think the fault lies—it does lie with the prison personnel; it lies with the administration of the prison system in Canada definitely, and it lies with the Canadian society, that permits this type of thing to go on. I think that society very often has a very punitive attitude towards men who have committed offenses.

P.B. *Put them in and let them rot. Forget them. Don't try and fix them up ...*

J.H. They're starting to coddle the inmates.

P.B. *Coddling, that's the word to use.*

J.H. I think if a man could make that statement, a free citizen could go in and spend six months in a Canadian penitentiary, I think he'd change his ideas radically.

P.B. *What is the general attitude on the part of the administration of the prison?*

J.H. In terms of what?

P.B. *Towards the guards, towards the prisoners.*

J.H. There's some very good men that work as guards, custodial officers, in Prince Albert penitentiary and there are some very excellent men that work in the classification department, but the administration of the institution, the effect of the administration at any rate, is to negate a large part of the efforts that these men may put in, by focusing on paper work, by their over-riding concern with order within the institution that you make no changes for fear that may upset things.

P.B. *You have heard some horrifying stories about prison life from a social worker from Prince Albert, Joe Hudson. He wrote much of what you heard, he's not been silent, to the Solicitor-General's office in Ottawa, in a lengthy letter, a copy of which I am holding here, to the Solicitor General himself, General Larry Pennell, and to other people in the department, and you haven't had an answer at all?*

J.H. I wrote that approximately one month before I left Prince Albert and I never had a reply.

P.B. *You didn't go behind anybody's back? ...*

J.H. The administration of the penitentiary had a copy of that letter at the same time as I sent it.

P.B. *And not one word to you, not even an acknowledgement of the letter was received?*

J.H. No, not even an acknowledgement

P.B. *You see, it can't be said what's really going on. That's what we said in Germany about the concentration camps didn't we? We don't know what's going on. Well, the Solicitor General knows, and you know, and if you don't like it, write the Solicitor General, tell him you've watched this program and you don't like what's happening. It might help. Good night.*

THE SOLICITOR GENERAL DISCUSSES PRISONS

Sir:

The September 30 issue of the McGill Reporter printed a copy of my letter to the Solicitor General of Canada concerning conditions in Canadian prisons.

Mr. George C. McIlraith has replied to my inquiry and I wonder if you think his comments would be of general interest to the McGill community.

Carolyn Dente

OTTAWA, Ont.
September 30th, 1968.

Dear Miss Dente:

Thank you for your letter about the Pierre Berton television program relating to the Saskatchewan Penitentiary at Prince Albert.

I should first like to explain that the letter discussed on the program was not addressed to the Solicitor General; he received only a copy. The letter was addressed directly to Dr. Jean Garneau, a psychologist in the Penitentiary Service. Dr. Garneau considered the letter as an explanation of why Mr. Hudson was resigning and he felt that this did not call for a reply. He did, however, take up the points raised with the Warden of the Penitentiary.

The letter made no reference to homosexuality. When the Deputy Commissioner of Penitentiaries visited Prince Albert last October, Mr. Hudson expressed no desire to see him or discuss matters with him.

Since assuming the portfolio of Solicitor General, I have had limited opportunity to examine the situation, although the previous Solicitor General, the Honourable L. T. Pennell, went into this matter in some detail with the officials concerned.

Certainly homosexuality is not condoned in any way. Whenever there is reason to suspect any such action on the part of an inmate, it results in him being segregated. It is always a problem of varying degrees wherever you have large groups of either sex confined apart for lengthy periods, and it would be unrealistic to ignore that such problem exists and must be, as it is, kept under as close surveillance as possible.

The Prince Albert Penitentiary is a very old outdated building which was built at a time when punishment and restraint appear to have been the dominant principles in the corrections process.

As to general penitentiary conditions, the facts are that for approximately a hundred years the corrections field has been more or less neglected by successive governments in Canada, as has also been the case in many other countries. Six of our principal penitentiaries of a maximum security nature average about 85 years in age and some of the physical conditions to be found there are admittedly not good.

In 1961, however, a ten-year plan of prison reform was embarked on and this plan was taken up and continued vigorously when my Department — that of the Solicitor General — came into existence on October 1st, 1966. In the last year or so we have opened five new medium security institutions

which have been widely recognized as among the best modern institutions of their kind anywhere.

These institutions will permit the segregation of the younger and less confirmed type of prisoner and also greatly assist in overcoming overcrowding. Plans are also afoot to replace or remodel our six oldest maximum security institutions.

The first such replacement is the newly constructed Archambault Institution located at Ste Anne des Plaines, Quebec, which will commence its operations this month. Another replacement will be constructed at Millhaven near Kingston, Ont., and tenders for construction are presently being processed. Once these two institutions are completed and experience is gained in operating them, I expect that the remaining maximum security institution, yet-to-be-built, will provide still better and improved living conditions and facilities for rehabilitation.

In regard to female offenders, we are presently developing the design for a new institution for women to replace the present Prison-for-Women at Kingston, Ontario.

Included in the ten-year plan are also reception centres for the receiving and classification of inmates, and medical and psychiatric centres as well. We have also recently established Staff Colleges at Laval, Kingston and New Westminster for the training of correctional and classification officers and others. At the new institution for drug addicts at Matsqui, British Columbia, we are trying out various methods of treatment. An entirely new area of operations was undertaken this year by organizing pre-release centres in several major cities across the country.

These new developments require trained and specialized personnel and this leads me to the explanation of the problem we are facing. There is in Canada a great dearth of psychiatrists and of psychologists who are willing to work in penal institutions and we have never been able to recruit the numbers that our establishments provide for in spite of continuous and continuing efforts to do so.

We are also short of professionally-trained staff members, and some of our senior institutional personnel do not have as much formal or professional background as we would wish for. We are trying to remedy this situation in part by way of the Staff Colleges and in our new recruiting. Here, also, the human element comes in. The academic education of some of our staff is not as high as we would like to have, but they are faithful and dedicated people who have devoted their careers to penitentiary work and, even if replacements at higher academic levels were available, it would be most unfair to terminate their services. The Staff Colleges I have mentioned are a partial solution since they will serve to upgrade the skills of existing correctional staff.

What we need then is, first, modernized plant; next, proper programs because we can't have adequate programs in obsolete plant; and finally the necessary staff qualified to put the programs into effect. Then there is the problem of re-integration of the offender into society, which is a difficult task and will require, among other things, pre-release centres and a sympathetic understanding on the part of the public.

Sincere efforts are being made to do something about the problems that are facing us: over the last three years we have spent over $70,000,000 on new plant alone and the total federal budget for corrections for the same period has amounted to over $180,000,000.

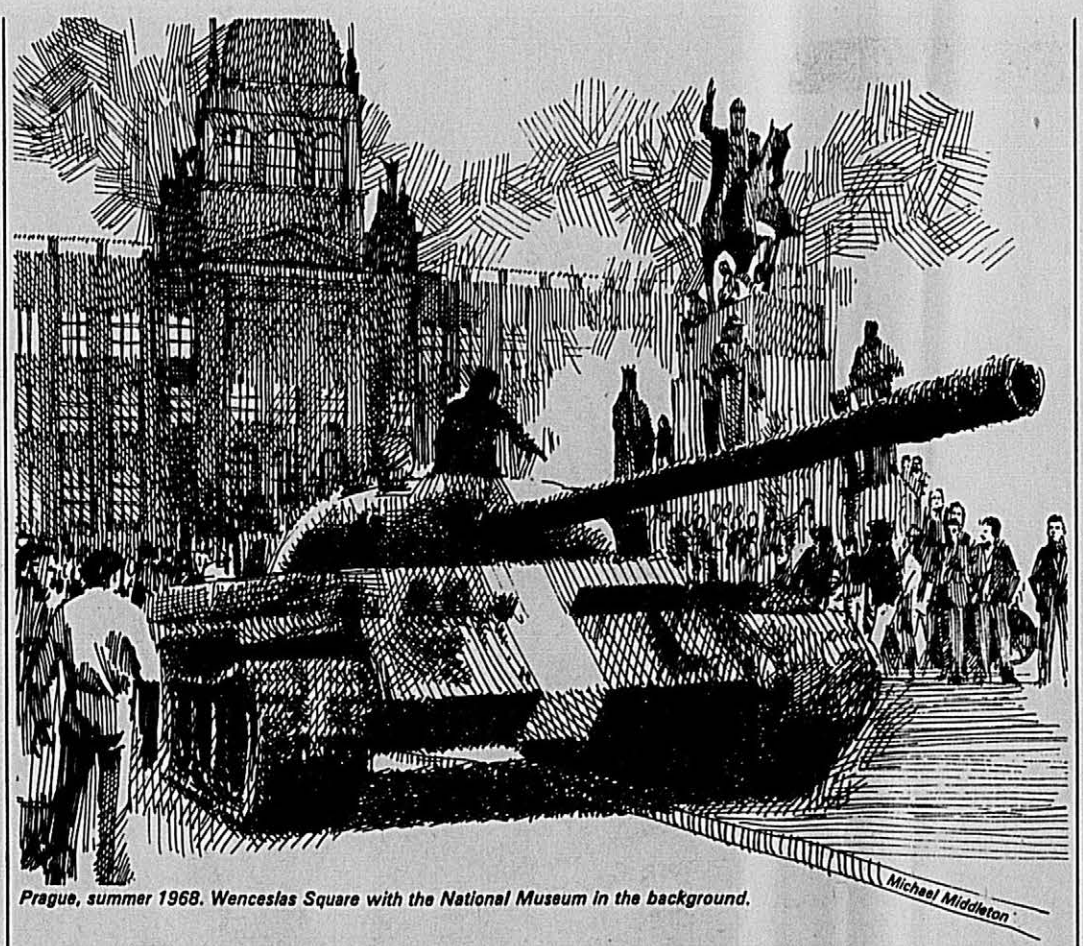
I hope that in the foregoing I have given you a fair idea of our penitentiary plans and problems so that you may better understand the television program which I am satisfied is incorrect in its implications and wholly lacking in perspective. I am not prepared to accept the suggestion or the inference that there is neglect on the part of this Department and its officials, and I disagree with many of the alleged facts as presented in the show and the accuracy of the implied report.

Earlier in this letter I mentioned the ten-year plan for correctional improvement. We now estimate that we are approximately halfway advanced into the plan as far as the construction of new institutions is concerned, and the plan is under constant review.

I thank you for writing to me on this subject.

Yours very truly,

George J. McIlraith



Prague, summer 1968. Wenceslas Square with the National Museum in the background.

THE RESEARCHER, AND THE RUSSIANS

by Robert Carroll

Research in paleontology at Redpath Museum for the past six years has centered on the related subjects of the origin of reptiles and the relationship of a poorly known group of extinct amphibians, the microsaurs.

The initial basis for this work was an extensive collection made by former principal Dawson between 1845 and 1890. All of Dawson's specimens came from upright stumps of fossil lycopods found in the sea cliffs at Joggins, Nova Scotia. In 1863, Dawson described a number of his finds, which he thought represented the earliest reptiles, as "microsaurs." Dawson's claim that these animals were reptiles was not generally accepted, however, since they were far older than any other known members of this group.

Surprisingly, however, the name which Dawson had given to these specimens was accepted, but was applied to a group of animals which were later found in Czechoslovakian coal deposits. Since the Czechoslovakian animals were much more completely preserved than those described by Dawson, and quite clearly were aquatic forms, Dawson's material was generally forgotten, and the term microsaur came

Reptiles and amphibians, Czechoslovakian and Canadian

to be applied to forms which were considered amphibians.

When I began study of Dawson's material in 1962, it was evident that he had been right all along. His microsaurs did include animals which were the oldest known reptiles, and close to the ancestry of most later members of that group. In addition, however, there were a number of specimens which resembled the Czechoslovakian microsaurs and were certainly amphibians.

Because of the originally incomplete knowledge of Dawson's material and the subsequent etymological confusion, microsaurs continued to be thought of as related in some way to the origin of reptiles. For this reason, the initial work on Dawson's material then expanded into two projects: 1) The study of the animals from other collections which had been termed microsaurs, and 2) An attempt to determine what group, if not microsaurs, might be related to the ancestry of reptiles.

During the summer of 1964, I was able to study the well preserved Czechoslovakian microsaurs at the National Museum in Prague. At that time, the country was just beginning to emerge from a period of repressive Stalinist control which extended even into the academic community. Access to specimens was limited by a hard line communist in control of the paleontological collections and there was still considerable danger for Czechs to associate with westerners, even in a purely scientific capacity. Physically, Prague seemed to be gradually deteriorating since before the second World War; the shops were drab and the people poorly clothed. Travel to foreign countries was all but impossible for Czech scientists and the whereabouts of foreign visitors was closely watched.

In the fall of 1964, I resumed work at Redpath Museum on microsaurs borrowed from various North American and British museums. There remained one important collection from southern Germany which had not been studied since its initial description in the 1890's. Unfortunately this material was in Dresden and Freiberg, both in the Soviet controlled part of Germany.

As it happened, the second project, determination of the ancestry of reptiles, also depended on specimens in Eastern Germany, in this case, at the Humboldt Museum in East Berlin. This past summer seemed to be a good time to visit East Germany and also Czechoslovakia since the XXIII International Geological Congress was being held in Prague, August 19-28. Associated with the congress were a number of field trips into Eastern Germany, which suggested a general loosening of travel restrictions, and particularly an acceptance of geologists.

In Dresden, as elsewhere in Eastern Germany, one had the impression that the Second World War had ended only one or two years before. Not only was reconstruction still under way, but both the newspapers and radio were continually full of condemnation of the Fascist-militarist West German regime. The liberalization in Czechoslovakia was headlined as another Munich.

Between Dresden and Karl Marx Stadt is Freiberg, a small mining town, founded in the middle ages, which has the largest collection of microsaurs from the south German deposits. The oldest mining school in the world is located there, and in this region lived many of the pioneers in geology — Agricola, Werner and Lomonossov (for whom the great university in Moscow is named). The Bergakademie is now one of the few schools of geology still flourishing in East Germany, where much of the field work is now being done by Russians. One East German geologist commented that the country was now being used simply as a colony to be exploited by the Soviet Union.

Almost all the geologists I spoke to (the exception being a party member) complained that only 10 Germans were being permitted to attend the Geological Congress in Prague. It was obvious from the newspapers that Ulbricht was extremely disturbed by the liberalization then proceeding in Czechoslovakia.

Although there had been no serious difficulties in East Germany, it was a considerable relief when the train crossed into Czechoslovakia. At this time I naively believed that the Russians would certainly avoid confrontation in Czechoslovakia during the Geological Congress when some 4,000 foreign scientists would be in town. The physical changes in Prague from the conditions four years before were at once evident. The streets were torn up for a subway and buildings were being constructed and renovated. The shop windows were full, and, although perhaps not up to Western standards, were vastly improved over the past. There were signs for Mobil Oil, Heinz ketchup and BOAC in Wenceslaus Square. The people I met on those first three days were optimistic, enjoying a freedom of movement and expression

The occupation of Prague

scarcely hoped for four years before.

On Monday the 19th I began work at the National Museum at the head of Wenceslaus Square, and Tuesday afternoon I attended the first Paleontological session of the Geological Congress. Wednesday, I awakened to the sound of whistling crowds. It was evident that something serious had happened and I was not really surprised to hear at breakfast that 185,000 troops of the Warsaw Pact armies had invaded Czechoslovakia.

Our hotel had an unenviably good view of the invaders and demonstrators, who rushed up and down Wenceslaus Square all day Wednesday. The Natural History Museum, about three blocks from the hotel, soon became a focus of activity. The front of the building was continually raked with machine gun bullets, fired over the heads of the demonstrators, and for a time was subject to cannon fire. Immediately behind the Museum, one of the few "battles" of the occupation occurred for control of the main radio station. At this point I thought that all of my equipment and specimens collected during the summer would probably have to be abandoned in Czechoslovakia, since returning to the University and the Museum appeared to be out of the question. Sleep Wednesday night was disturbed repeatedly by machine gun fire, including twenty minutes of continuous shooting close to the hotel.

By Thursday morning, Russian tanks, armored cars and troop carriers were stationed hub to hub the length of the square. Those across the street had their muzzles toward the second or third floors of the hotel. One building there had been badly pock-marked by the night's shooting — apparently a demonstration to the people who had massed in the street. The great show of Russian armed might served to discourage any resistance, and very little machine gun fire was heard Thursday.

I was able to retrieve both specimens and equipment by noon and, in the evening, left on the train for Vienna arranged by the American Embassy.

The Geological Congress limped along for two more days before the Technical University was threatened with occupation by the Russian troops. Much of the work of the Congress will have to be resumed when the XXIV session is held in Montreal in 1972.

Dr. Carroll is Curator of Vertebrate Paleontology at the Redpath Museum.

MUSIC

FACULTY FRIDAY CONCERTS

On Friday November 22nd we heard two choirs and a mixed bag of instrumentalists in the third of a series of concerts by the students of the McGill faculty of music. Since the concert was performed by student ensembles directed by junior members of the faculty I noted with pleasure that the hall was, nonetheless, packed and that the audience was not bored, a common problem with student concerts. (As I also produce these concerts for Radio McGill I seem to wear an air of authority. For that or some other reason members of the audiences at the last two concerts kept bringing me complaints about the music, the performers, and the cloakrooms. This time there were no complaints.) As far as I know, this is the first year that the Faculty Friday series has featured students, an event which reflects the greater potential in both quantity and quality of music students at McGill. Furthermore this is the first year that a student ensemble considered itself well enough prepared to give a public performance so early in the semester. In general it has been the rule that large ensembles (choirs in particular) give a colossal performance of a work beyond their technique at the end of the school year. The anticipation of these performances en masse is wearing on the nerves and does not provide the slightest incentive to learn the music to any great depth. McGill is by no means the only music school which has been quilty of this public relations fraud. The chorus and orchestra of the University of California once spent four months preparing a long and difficult piece by a famous composer as a means of giving publicity to the presence of the composer at the university that year. The idea backfired. After the disorderly finale polite calls went up for the composer who, it was discovered, had slunk away in embarrassment.

For this season, however, everything has been changed. As a start there are now two choirs instead of the old monolith. Then oboist Stewart Grant organized a group of musicians from several music schools and called it the Collegium Musicum Studentium (a ridiculously stuffy name for such an enthusiastic group). The faculty orchestra held auditions this year instead of using the old draft system. Finally there are many more small ensembles organized than had been possible in the past. From the first two student Faculty Friday concerts it would appear that works are now chosen according to the technical abilities of the performers.

What then are the results of these changes in concert policy? Most important each ensemble is given more frequent public exposure and the challenge of a live performance situation. This presents two difficult problems. What is the purpose of the Faculty Friday series and how can the public criticise student concerts. Let me approach the latter problem first.

Before beginning this review I talked to several friends and professional musicians. Some of them insisted that as these are public performances the first obligation of the performers is to the audience. If performances aren't polished then audiences will only turn up from a sense of duty, a situation much like that of noon concerts of the past. My other friends pointed out that the performers are, after all, students and both public and reviewer should be indulgent toward technical flaws in performance. They suggested that criticism should be left to the teachers at the faculty. Personally I find no real objection to flaws in technique but I do, like most of the public, expect to be entertained.

Several weeks ago the Collegium Musicum string orchestra gave the first Faculty Friday concert. As a group they were well rehearsed and competently directed. On the other hand their soloists were so lamentably bad that many of the audience left in an angry mood at the intermission. That the Britten Simple Symphony was so much better performed than the Bach concerti did demonstrate the ability of this orchestra to give a moving performance when it approaches works that are not technically demanding. In future it is hoped that soloists will be chosen with more care. On Friday November 22nd the Collegium Musicum appeared again. this time accompanying a faculty of music choir in Vivaldi's Magnificat in G minor. Their performance was not well unified! This was probably because there were only a few rehearsals and the orchestra was not working with its own conductor. The work could also have been more successfully presented if there had been shorter pauses between numbers. Although Redpath Hall is never flattening to large ensembles the first faculty choir still suffers from poor diction and lack of unity.

The high point of the evening was the performance of "The Prophecy of Micah" by Dr. Kelsey Jones. The work has already been performed twice in Montreal and I found that Eugene Plawutsky's interpretation was by far the most musical of the three. As the work is not very technically interesting it is very easy for a conductor to forget to develop the drama of the work. Dr. Jones, a New Englander, describes himself as a Sunday composer. Like most New Englanders his view of the world is straightforward and independent. (Other Canadian composers should follow this path instead of becoming late followers of every new musical fad.) "The Prophecy of Micah"' like Dr. Jones, is entirely lacking in pretention though its message is a very blunt demand for peace (subversive elements in the music faculty?).

Eugene Plawutsky has already had a great deal of experience conducting new music. He has given three first-rates performance of new music by McGill composers. With the success of his third contemporary music group isn't it about time that McGill had a permanent contemporary music ensemble?

I would like to explain the reasons for the new policy behind the Faculty Friday series. Many members of the McGill community have most often asked why we don't offer first rank professional musicians like those who may be heard at Sir George Williams University. First it should be pointed out that Sir George Williams does not have its own music faculty to provide music for the university community. Secondly is it really the task of a university to entertain the public? It would seem to me that the McGill Faculty of Music feels that it should produce concerts of an unusual character or educational purpose. In short, concerts like the Faculty Friday series cannot be heard elsewhere in Montreal and they present to the public aspects of music it might not have been aware of. This year the majority of concerts will present the dozens of talented young musicians from Montreal. And they're free! By the way, if you missed the last two student concerts, they will be rebroadcast on Radio McGill in December.

Mr. Freygood is a graduate in the Faculty of Music.

STEVEN FREYGOOD

MUSIC

STRAVINSKY'S FAUSTIAN TALE

Montreal concert-goers were offered a rare treat last Monday night as part of the McGill Chamber Orchestra's series of presentations. "L'Histoire du Soldat" of Stravinsky was given in the Theatre Port-Royal with a full and excited house. The music of Stravinsky's score was played well-nigh superbly by seven of the city's best instrumentalists under the direction of Alexander Brott. The production as a whole, however, was beset with the problems inherent in the work.

The work is really a story with incidental music and was written by the collaboration of Stravinsky and C. F. Ramuz, the Swiss author, in 1918. The music is scored for two representative instruments from the string, brass, and woodwind families and percussion. Thus an ensemble of fascinating sonority exploited to its fullest is presented by violin, contrabass viol, trumpet, trombone, clarinet, bassoon and four side drums, cymbal, tambourine and triangle.

The story is a Faustian tale of a soldier on leave on his way to his home village to visit his family and his girl. He encounters the Devil, who offers to trade him a book that will make him rich for his precious violin. The Soldier reluctantly makes the trade, the Devil asks to be taught to play the violin in return for a speedy delivery of the soldier to his home. The Soldier again agrees and is delivered to his village, only to discover that three years rather than three days have elapsed. His mother takes him for a ghost, his girl has married, and he is turned away into a lonely world. He wanders about and has several more encounters with the Devil. Eventually he wins his freedom by losing all his money to the Devil in a dramatic card game. The Soldier wins a beautiful princess by healing her with his regained violin. The narrator states the moral that one cannot have the things of the past along with the things of the present. The Soldier is tempted by the Princess to return to his home village. He takes her back and as he arrives, she is lost. The Devil dances a triumphal dance to end the work.

The structure of the work is excellent. The music fits into the narration of the story and into the dramatic elements of the plot as portrayed by the speaking roles of the Devil and the Soldier. The problem of presentation lies in the curious intermingling of narrative and drama. At times, the narrator actually enters into the dramatic action. Also there is a strong pantomine element, which was well-portrayed in the production of Jan Doat, the stage director and Geneviève Salbaing, the choreographer. The Princess and the Devil are both called upon to perform rather extensive dances. In the original production, the Devil was portrayed by two performers, an actor and a dancer. In the production last week, the Devil was well acted by Robert Rivard, who stumped through an effective dance of defeat, but his final triumphal dance was presented only by dancing flames on the silhouette of the Devil. This ending robbed the whole work of its dramatic impact and left one feeling that there was no point to it all. The production was robbed of any feeling of the exultation of evil, and the strangely powerful final musical piece sounded out of place and pointless.

Except for this somewhat important mistake, the production was well mounted. There were two translucent screens at a bias on either side of the instrumental ensemble. They were used to present tableaux, both of projections and of actors' silhouettes. Christian Delmas, who delivered the narration, was excellent in an informal style. The musicians were also dressed informally and this drew an effective contrast with the stylized movements of Rivard, Gilles Pelletier, who played the Soldier, and Erica Jayne, who danced the Princess.

Unfortunately, "L'Histoire du Soldat" is not long enough to make a full evening's program. For obvious reasons, there are few if any, works that can be coupled with it on a program. So the musical director of the McGill Chamber Orchestra was faced with a dilemma: what should be use as an opener with the Stravinsky? Well, he found a piece for the identical combination of instruments that was used by Stravinsky and that was of sizeable length. The piece was called "Mini-Minus" and was written by Alexander Brott. The only weakness to be found in coupling it with the Stravinsky is that it is a long-winded, boring piece of trivia. The audience, which was genuinely excited in anticipation of the rarely heard Stravinsky, was terribly deflated after this fifteen or twenty minutes of diddling. However, I must admit that there was one positive element that accrued from this performance: someone, perhaps two people even, actually booed in indignation instead of politely clapping their hands. Maybe soon Montreal audiences will begin to express their real feelings at musical performance, instead of merely applauding like white-gloved sheep.

R. THIMBLEFINGER

coming events

2 DECEMBER TO 9 DECEMBER

Send notices, photos, of Coming Events to: J. Macurdy, Local 5306, Information Office, McGill, by Tuesday, 5 p.m., one week in advance.

MONDAY 2

I AM COMING FROM CZECHOSLOVAKIA: By Maruska Stankova. Poetry, music, literature of Czechoslovakia, illustrated with mime, slides, films. Actors: Walter Massey and Mary Morter. 12:00, 12:40, 1:20 p.m. Instant Theatre, Place Ville Marie. General admission $1, students 75¢. Information: 878-2589.
CINEMATHEQUE CANADIENNE: "Les Joyeux Garçons," dir. Grigori Alexandrov, 1934, USSR. 7 p.m. "Madame du Barry," dir. Ernst Lubitsch, Germany, 1919. With Pola Negri and Emil Jannings. English titles. 9:30 p.m.
AS YOU LIKE IT: Starring Lawrence Olivier. 8 p.m., L-132. 50¢. Literary Society film.
ESKIMO EXPOSITION: Largest showing of Eskimo sculptures, prints, folklore, fashions, and cooking ever held in Canada. During lunch and afternoons — Paulosie Sivuak (sculptor from Povungnituk). Films on Far North presented continuously in the mini-theatre. Waddington Fine Arts Gallery, Place Bonaventure, University St. Information: 861-4737.

TUESDAY 3

DE MENIL COLLECTION OF CUBIST ART: Paintings, drawings and watercolors by Braque, Picasso, Léger, Gris, and others. Museum of Fine Arts. Last day.
PLAYWRIGHT'S WORKSHOP: "No More Ketchup," by Aviva Ravel, "Follow the Leader," by Carol Libman. 282 St. Catherine W. 8:30 p.m. every night.
THIS IS IT: Revue using t.v. techniques, written by Peter Desbarats. Actors: Kay Tremblay, Guy l'Ecuyer and Don Scanlon. 12:00, 12:40, 1:20 p.m. General admission $1, students 75¢. Instant Theatre, Place Ville Marie. Information: 878-2589.
COMMUNICATIONS PROBLEMS IN A DYNAMIC BUSINESS ENVIRONMENT: Faculty of Management lecture by Mr. James Lewis (Litton Industries, Inc., Los Angeles). 4 p.m., S 1/4.
SUBSTANCES WITH JUVENILE HORMONE ACTIVITY — THE MORPHOGENESIS OF INSECT GONADS AND PEST CONTROL: Zoology Dept. seminar with Dr. P. Masner (Univ. de Laval.) 4:30 p.m., S 3/3.
CINEMATHEQUE: Animation Européenne — "Ballade Fantastique," (Yugoslavia, 1957). "Sept Arts," (Ion Popesco-Gopo, 1958). "Un Oiseau Très Brave," (Poland, 1963). "Sons Magiques," (Yugoslavia, 1957). "Chez le Photographe," (Yugoslavia, 1959). "Le Fauteuil," (Poland, 1964). "L'Homme et L'Ange," (Poland 1967). 7 p.m. "Les Amies," dir. Lev Arnstam, USSR, 1935. 9:30 p.m.
THE UNIVERSE OF GALAXIES: Royal Astronomical Society lecture in the series, "Eight Steps to the Stars." 8 p.m., Dow Planetarium. Admission $1.50. Further information: 872-4199.
BASKETBALL: McGill at Macdonald, 8:15 p.m.
TORONTO SYMPHONY ORCHESTRA: Directed by Seiji Ozawa. Beethoven — "Symphony No. 1 in C Major, Op. 21." R. Strauss — "Don Juan, Op. 28." Takemitsu — "November Steps No. 2." Stravinsky — "Firebird Suite." 8:30 p.m., Salle Wilfrid Pelletier.
GARCIA LORCA: Dartmouth College presentation of poetry, and experimental dance drama, directed by Ray Cook, Resident Artist. 8:30 p.m., Studio Theatre, Hopkins Centre, Dartmouth College, Hanover, New Hampshire, USA. Until Thursday.
MALLARMÉ ET REDON: Lecture by Prof. Léon Cellier (Université de Grenoble). Dept. of French Language and Literature. 8:30 p.m., L-230. Admission free.
THE STAR OF BETHLEHEM: Dow Planetarium sky show. Closed Christmas and New Year's. 1000 St. Jacques W. Admission $1. Information: 872-4210. Until January 6.

WEDNESDAY 4

THE WANDERING STUDENT FROM PARADISE: 16th century comedy by Hans Sachs. Christmas Special: "The Twelve Days of Christmas." Actors: Mary Morter, Griffith Brewer, Ian de Voy and Leon Morenzie. 12:00, 12:40, 1:20 p.m. Instant Theatre, Place Ville Marie. General Admission $1, students 75¢. Information: 878-1184.
DYNAMICS OF ALCOHOLISM: McGill Pre-Med Society film series. 1 p.m., S 1/3.
McGILL WOMEN ASSOCIATES: French Conversation Group. 2 p.m., Peterson Hall, 3460 McTavish. Further information: Mrs. H. Jones, 731-7021.
CINEMATHEQUE: "Aerograd," dir. Alexandre Dovjenko, USSR, 1935. 7 p.m. "Fall of the House of Usher," by James Sibley Watson, USA, 1928. "The Phantom of the Opera," by Ruper Julian, USA, 1925, with Lon Chaney and Mary Philbin. 9:30 p.m.
SECRETS OF THE SOUL: Dir. G. W. Pabst, Germany, 1926. Classics Series. 8 p.m., McConnell Eng. Bldg., Room 204.
HOCKEY: Laval at McGill, 8 p.m.
DECISION THEORY FOR MANAGEMENT: Management Seminars. For more information — Miss Belec, 392-5808.

THURSDAY 5

CINEMATHEQUE: "Fireproof," with Lupino Lane, USA, 1929. "The Wizard of Oz," dir. Larry Semon, USA, 1925 with Larry Semon, Oliver Hardy, Charlie Murray and Dorothy Dwan. 7 p.m. "Le Dernier Camp des Tziganes," by A. Goldblatt and E. M. Schneider, USSR, 1935. 9:30 p.m.
WRESTLING: SGWU at McGill, 7:30 p.m.
VALENTIN GHEORGHIU — PIANO: Mozart — "Fantasy in C Minor." Schumann — "Fantasy in C Major." Chopin — "Three Impromptus," "Nocturne in F Sharp," "Andante Spianato," "Grande Polonaise," "Brillante." 8:30 p.m. Salle Wilfrid Pelletier.
NORMAND GREGOIRE — PHOTOGRAPHY EXHIBIT: Bibliotheque Nationale, 1700 St. Denis.
DARTS: By Lodewijk de Boer. Centre du Theatre d'Aujourd'hui, 1297 Rue Papineau, 8:30 p.m.
YELLOW DOOR COFFEE HOUSE: Jessie Winchester. 3625 Aylmer. To Dec. 7.

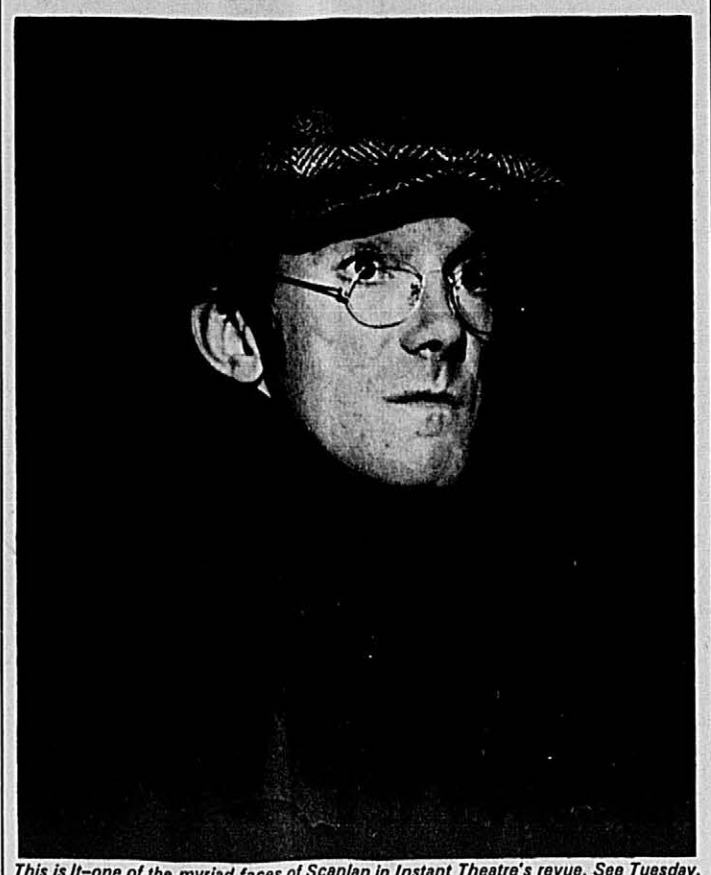
FRIDAY 6

OUT AT SEA: Contemporary Polish satire by Slawomir Mrozek. 12:00, 12:40, 1:20 p.m. Instant Theatre, Place Ville Marie. General admission $1, students 75¢. Information: 878-1184.
DIETETICS: McGill Pre-Med Society lecture by Dr. F. Farmer. 1 p.m., S 1/4.
CINEMATHEQUE: Cinema Canadienne. Program to be announced. 7 p.m. "Intolerance," dir. D. W. Griffith, USA, 1916, with Lillian Gish, Mae Marsh, and Robert Harron. 9:30 p.m.
FACULTY FRIDAY: Faculty of Music Symphonic Band, under the direction of Dr. I. J. Katz. Felix Mendelssohn — "Overture for Band." Borodin — "Symphony No. 2, First Movement." Rimsky-Korsakov — "Procession of Nobles, from 'Mlada.'" Prokofief — "Train Ride, from Winter Holiday." William Schuman — "George Washington Bridge." Brent Heisinger — "Essay for Band." Paul Hindemith — "Symphony in B Flat." *Special feature:* Saxophone Quartet. Jean Rivier — "Gravé and Presto." Jean Français — "Petite Quatuor." Robert Clarisse — "Introduction and Scherzo." 8:30 p.m., Redpath Hall. Admission free.
HEAD FILMS: "The Trip," by Roger Corman, starring Peter Fonda. "Meshes of the Afternoon." Brackage — "Three by Brackage," "Moth Flight." Kuchar Brothers — "Fragments." Light show. Serie d'Essai. 8 p.m., L-132.
CONCERTS PUBLICS DE RADIO-CANADA: Haydn orchestral concert, directed by R. Leduc. 8:30 p.m., Salle Claude Champagne, 200 Bellingham Road. Admission free. 272-4261. (Broadcast following Wednesday, 8:33 p.m., on CBF-AM, 690.)
THE MISER: By Moliere. Dartmouth College Players. 8:30 p.m., Hopkins Centre. Dartmouth College, Hanover, New Hampshire.

Freak-out Friday at Serie d'Essai's "Head Films."

SATURDAY 7

BASKETBALL: Ottawa at McGill, 2 p.m.
THE LOVE GODDESSES: *Note: This film has been rescheduled, to be shown on December 14.* Film Dialogue anthology of many shapes.
HOUSE OF THE ANGEL: Dir. Leopoldo Torre Nilsson, Argentina, 1957. International 35 series. 6:30 and 9 p.m., PSCA.
FACULTY OF MUSIC-STUDENT RECITAL: J. S. Bach — "Gamba Sonata." Soloists — Alan Teeple, viola (student of Prof. Stephen Kondaks), Mark Pinzow, piano (student of Prof. Dorothy Morton). Chopin — "Mazurka," "Nocturne in F Major." Schubert — "Sonata in A minor, Op. 143." Soloist — R. Meyerovitch, piano (student of Prof. Dorothy Morton). 8:30 p.m., Redpath Hall. Admission free.
HOCKEY: McGill at Ottawa.
SWIMMING: Cardinal relays at Plattsburgh.
L'HOMME ET LA POLLUTION DE L'AIR: Exhibition, Auberge du Vieux St. Gabriel. 420 St. Gabriel. Last day.
ROBERT LANGSTADT — WOODCUTS: SGWU Gallery, Hall Bldg., Maisonneuve and Bishop. Last day.



This is it–one of the myriad faces of Scanlan in Instant Theatre's revue. See Tuesday.

SUNDAY 8

LE TARTUFFE: Théâtre du Nouveau-Monde production of Molière's play. Théâtre Port Royal. 7:15 p.m. Reservations: 849-9371. Last day.
ALL CHOPIN RECITAL: Le Conservatoire de Musique de Montreal presents M. Raul Sosa, pianist. Chopin — "Ballades No. 1, 2, 3, 4." "Sonata No. 3 in si mineur." 8:30 p.m., Salle Bibliothèque Nationale, 1700 Rue Saint-Denis. Admission free.
VICTOR OU LES ENFANTS AU POUVOIR: By Roger Vitrac, Theatre de L'Atelier, Université de Sherbrooke. 8 p.m. Until end of December.
THE UNDERGROUND FILM CENTRE: "Unstrap Me," by George Kuchar. Revue Theatre, Maisonneuve and St. Marc, at 2, 4, 6, 8, 10 P.M. Phone 523-2816.

MONDAY 9

OTHELLO: Literary Society film series. Starring Orson Welles. 8 p.m., L-132, 50¢.
TRIBAL ART: Recent acquisitions. Petit Musée. 1486 Sherbrooke W.
ESKIMO SCULPTURE: Latcholassie and other Cape Dorset sculptors. Henry, and other carvers of Frobisher Bay. Mythological carvings from Povungnetuk. Lippel Gallery, 2159 Mackay. 842-6369.
CENDRILLON: Chrysanthemum Flower Show. Jardin Botanique de Montreal, 4101 Sherbrooke E. Until December 14. 878-2647.

RADIO McGILL

DAILY, DECEMBER 2 THROUGH 6 (ON CAMPUS)
News: 20 minutes after every hour.
Insound Highlights: 12 to 2 p.m. — Light listening music. 4 to 6 p.m. — Mixed Bag (folk, rock, jazz).

WEDNESDAY, DECEMBER 4 AT 8 P.M.
Radio McGill Sports: Live and direct. Redman Hockey — Laval at McGill.

SUNDAY, DECEMBER 8 (ON CFQR-FM, 92.5 MEGACYCLES)
10:00 P.M. *A Straight Look at Kinky Fashions:* Jack Nissensen looks at the contemporary fashions.
10:15 P.M. *Dear Prudence — Royalty Vs. Reality:* A somewhat unsympathetic view of Royal Victoria College.
10:45 P.M. *Radio McGill Raps:* A fast-paced look at the news of the week, prepared by the News & Public Affairs Dept. of Radio McGill.
11:15 P.M. *Recital:* Collegium Musicum String Orchestra of Montreal plays works by Bach and Britten. Recorded live by Radio McGill.
11:45 P.M. *Imagiste Poetry:* Dwight Druick reads imagiste poetry with the music of Eric Satie.